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ABSTRACT

This module on human relations is one of a series of modules designed to help teach students to become more self-sufficient in their personal and professional lives. This module provides teacher and student materials that are planned to help students understand the importance of human relations and improve human relations skills. Three units cover the following topics: (1) understanding human relations; (2) developing attitudes; and (3) coping skills. Each instructional unit follows a standard format that includes some or all of these eight basic components: performance objectives, suggested activities for the instructor, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to tests and assignment sheets. All of the unit components focus on measurable and observable learning outcomes, and are designed for use for more than one lesson or class period. (KC)

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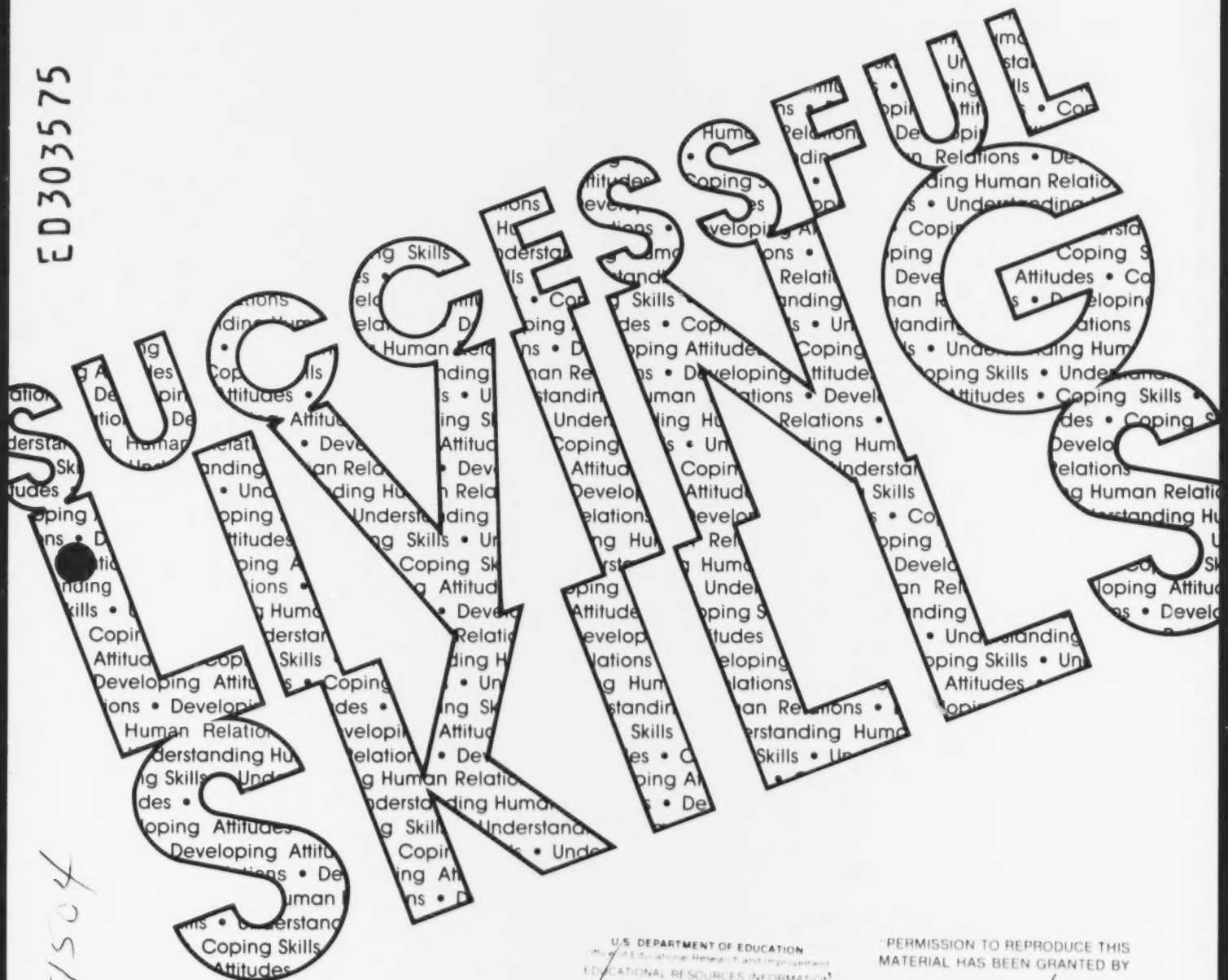

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Successful Human Relations

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Successful Human Relations

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FOREWORD

The Successful Living Skills series is intended to help people become more self-sufficient in their personal and professional lives. The series contains fourteen (14) modules ranging in subjects from Basic Automotive Responsibilities to Managing Personal Matters to Effective Employment Practices. Each module takes the student through the important areas within the subject matter to ensure a basic working knowledge.

The *Successful Human Relations* module helps the student better understand the importance of human relations and how human relations can help the student improve skills in coping with problems and developing positive attitudes.

Dr. Roy Peters, Jr., Director
State Department of Vocational
and Technical Education

ACKNOWLEDGEMENTS

The development of the *Successful Living Skills: Successful Human Relations* is credited to the staff of the Oklahoma State Department of Vocational and Technical Education (SDVTE) and various individuals.

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Technical Writer
Curriculum and Instructional
Materials Center

OTHER MODULES IN THE SUCCESSFUL LIVING SKILLS SERIES

Managing Personal Matters

Effective Employment Practices

Successful Study Habits

Effective Communication

Basic Automotive Responsibilities

Responsible Citizenship Practices

Basic Shelter Responsibilities

Development of Financial Skills

Successful Clothing Management

Effective Social Skills

Personal Health and Safety

Securing Information

Personal Meal Alternatives

USE OF THIS PUBLICATION

Instructional Units

Successful Human Relations includes three instructional units. A standard format was established in 1970 for development of instructional materials for all Oklahoma vocational teachers. This format includes eight basic components that form a unit of instruction: performance, objectives, suggested activities for the instructor, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to tests and assignment sheets. Depending on specific objectives, there may or may not be transparency masters, assignment sheets, and job sheets included in the unit of instruction.

All of the unit components "zero in" on measurable and observable learning outcomes. Instructors are encouraged to supplement, personalize, localize, and motivate with these materials in order to develop a complete teaching/learning process.

Units of instruction are designed for use in more than one lesson or class period of instruction. Careful study of each unit of instruction by the instructor will help him or her determine the following

A. Amount of material that can be covered in each class period
B. Skills that must be demonstrated
    1. Supplies and equipment needed
    2. Amount of practice needed
    3. Amount of class time needed for demonstrations
C. Supplementary materials, such as pamphlets and filmstrips, that must be ordered
D. Resource people who must be contacted

Performance Objectives (white pages)

Each unit of instruction is based on the performance needed for successful employment in an occupational area. Performance objectives are stated in two forms: unit objectives, stating the subject matter to be covered in a unit of instruction; and specific objectives, stating the performance necessary to reach the unit objective.

Since the objectives of the unit provide direction for the teaching/learning process, it is important that instructors and students have a common understanding of the intent of the objectives. Following is a list of performance terms, their meanings, and behavioral synonyms that may have been used in this material.

A. Name — The individual supplies a name for objects, events, or people

    Behavioral synonyms: Label, list, letter, record, reiterate, repeat, write

B. Identify — The individual selects a named, described, or pictured object by pointing to it, touching it, picking it up, or selecting it

    Behavioral synonyms: Select, mark, match, choose, judge

C. State a rule — The individual communicates a relationship or principle that could be used to solve problems or perform a task

D. Apply a rule — The individual supplies an answer to a problem by using a stated relationship or principle

Behavioral synonyms: Solve, calculate

E. Describe — The individual relates sufficient characteristics or properties of an object or event so that a second individual will be able to state what is being discussed

Behavioral synonyms: Define, discuss, interpret, recite, tell how, tell what happens when

F. Distinguish — The individual selects an object or event from two or more that are easily confused

Behavioral synonyms: Discriminate, differentiate

G. Order — The individual arranges three or more objects or events in a sequence based on a stated property

Behavioral synonyms: Arrange, sequence, list in order, classify, divide, isolate, sort

H. Construct — The individual makes a physical object, a verbal statement, or a drawing

(NOTE: *Construct* is used when the finished product or result is important.)

Behavioral synonyms: Draw, make, build, design, formulate, reproduce, transcribe, convert, put together, compile

I. Demonstrate — The individual performs several operations necessary to carry out a specified process

(NOTE: *Demonstrate* is used when it is desirable to watch the student perform a task, one of the highest levels of student performance.)

Behavioral synonyms: Show your work, show procedure, perform an experiment, perform the steps, operate, remove, replace, turn off/on, (dis)assemble, (dis)connect

The objectives should be provided for students and stressed throughout the teaching/learning process. This will help answer any questions concerning performance requirements for each instructional unit. The objectives can also help determine teaching strategies and instructional methods. Prepare for each unit by deciding how each objective can best be taught.

The objective sheet may also be used as a quick pretest to determine prior knowledge of students and to determine whether further study or activities are necessary. Instructors should feel free to modify, delete, or add objectives in order to meet the needs of the students and community. When changes in objectives are made, the instructor should remember to supply the needed information, assignment and/or job sheets, and criterion test items.

Suggested Activities (pink pages)

This component is included only in instructor material. The suggested activities page assists the instructor during the preparation stage of the teaching/learning process by providing suggestions for delivery and/or presentation during the instructional process. Read the suggested activities before teaching the units to allow time to obtain supplemental materials, prepare audio-visual materials, and contact outside resources. Duties of the instructor will vary according to the particular unit.

The references that are listed are ones used in the development of each unit. They should be used by the instructor to supplement her or his knowledge of the subject area or to help students with particular interests or occupational objectives in the area covered.

Supplements (white pages)

Supplements are additional teaching aids that support portions of the Information Sheet. Supplements include such activities as games, puzzles and additional information (which is intended to be used as the instructor deems necessary.)

Supplements may be photo-copied for classroom use only.

Transparency Masters (white pages)

Transparency master provide information in a special way. Transparencies direct the class' attention to the topic of discussion. Transparencies may present new information, or they may reinforce information presented in the information sheet. They are particularly effective when identification is necessary. Make transparencies and place them in the notebook where they will be immediately available for use.

Information Sheet (green pages)

The information sheet provides "must know" content essential for meeting the cognitive (knowledge level) objectives of the unit. The information is written in a topical outline form and is keyed to the specific objectives.

Instructors will find that the information sheet serves as an excellent guide for presenting background knowledge necessary to develop the skills specified in the unit objective. The information sheet may also be used for coordination activities and advisory committees.

Students should read the information sheet before the information is discussed in class. Space is provided in margins for students and instructors to add notes that supplement, localize, personalize, or provide motivation for each unit.

Assignment Sheets (brown pages)

Assignment sheets give students a chance at problem solving, self-assessment, and/or practical experience with the information. They assist students in the application of knowledges that are necessary prerequisites to skill development. These may be given to the student for completion in class or used for homework assignments. Answer sheets are provided when appropriate and can be used by the student and/or instructor for checking student progress.

Job Sheets (blue pages)

Job sheets are another important segment of a unit of instruction. The job sheets provide a list of equipment, tools, and materials needed to complete a manipulative or psychomotor skill. They describe a step-by-step procedure needed to complete each task or job. Diagrams, photographs, and illustrations are provided to assist students in achieving the skill.

Instructor should demonstrate to students the procedure outlined in each job sheet. Furthermore, the instructor needs to localize the job sheet according to the equipment and supplies available in the local lab or shop situation. Job sheets also furnish potential employers with a picture of the skills being taught and the performances they might reasonably expect from a person who has had this vocational instruction.

Tests (White pages)

This component provides criterion-referenced evaluation of every objective listed in the unit of instruction. It is crucial to note that both paper/pencil and performance objectives must be evaluated.

The tests may be written or oral. It is recommended that the tests be divided into shorter tests covering three or four objectives at a time and given soon after those objectives have been covered. A selection of questions from the units covered may be used for final tests at the end of each term if desired. If objectives have been added, deleted, or modified, be sure to make the changes on the test.

The acceptable response on a unit test, 85 percent in most units, may be raised or lowered to fit the topic or students' ability levels. The percentage applies to the overall score, not to each individual question. The final unit grade should be obtained by using the paper/pencil score along with evaluations of students demonstrations of the desired skills.

The tests are in the instructor's book only, but may be photo-copied for classroom use only.

Answers to Test and Assignment Sheets (pink pages)

These components are designed to assist the instructor in evaluation of student performances.

Teaching Methods

It is a challenge to keep students motivated. Supplement the objectives by providing the "why," personal experiences, and current information. Prepare for each unit by deciding how each objective can best be taught. Allow students to become involved in preparing and planning.

Corrections and Suggestions

The Curriculum and Instructional Materials Center wants to provide vocational instructors and students with materials that are accurate and effective. Although the Center strives to maintain the highest standards of development and production, oversights occasionally do occur. If you find any errors in this or other CIMC publications, or have suggestions for improving their usefulness in vocational programs, please notify the CIMC staff. One easy way of pointing out errors is to make a photocopy of the affected pages and to indicate the correction on the copy. You can then mail the information to the CIMC, where it will be used to correct the publication before the materials are reprinted.

To ensure that the material is updated on a timely basis, it is important that you notify the Center of necessary corrections as soon as possible after discovering the error. Do not assume that someone else will notice the error and inform the CIMC; other users may be making the same assumption. Please send corrections and recommendations for improving this publication to the following address:

Curriculum and Instructional Materials Center
Oklahoma State Department of Vocational and
Technical Education
1500 W. Seventh Avenue
Stillwater, Oklahoma 74074

UNDERSTANDING HUMAN RELATIONS
UNIT I

UNIT OBJECTIVE

After completing this unit, the student should be able to analyze and improve upon personality and relationships with other people. The student should also be able to list and/or select factors dealing with physical and emotional characteristics of personality, self-respect, respect for others, and using time wisely. This knowledge will be evidenced by completing assignment sheets and unit test with a minimum score of eighty-five percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with human relations to the correct definitions.
2. Select from a list reasons why human relations usage and training are important.
3. Select from a list five keys to dealing with people.
4. Select from a list true statements about physical and emotional characteristics of personality.
5. List the three sides of self.
6. State the values of having self-respect or a good self-concept.
7. List the reasons some people have little self-respect.
8. Select from a list characteristics of people with little self-respect.
9. Select from a list ways to protect self-respect.
10. List the ways to achieve self-control.
11. Select from a list ways to show respect for others.
12. Arrange in order of importance the categories of basic human needs.
13. List eight desirable characteristics of employees.
14. Match the ways to handle human relations problems to their correct descriptions of unpleasant co-workers.
15. List the techniques for motivating employees and promoting cooperation and teamwork.
16. Explain briefly ways to overcome boredom on the job.

OBJECTIVE SHEET

17. Select from a list ways of using time wisely.
18. State what motivates people.
19. List factors that contribute to high morale.
20. Discuss a human relations case study.
21. Evaluate yourself as others see you.
22. Describe a dyadic encounter.
23. Complete two self-analyses.
24. Design a super-duper name tag.
25. Construct a time management circle.
26. Complete a miracle products evaluation.
27. Complete a values scale.
28. Participate in a values auction.
29. Develop a plan for self-improvement.

UNDERSTANDING HUMAN RELATIONS
UNIT I

SUGGESTED ACTIVITIES

I. Unit contents

A. Objective sheet

B. Suggested activities

C. Transparency masters

1. TM #1 — Self-Concept
2. TM #2 — What Determines "Self"
3. TM #3 — Three Sides of Self
4. TM #4 — Maslow's Hierarchy of Basic Needs
5. TM #5 — Maslow's Hierarchy of Needs

D. Information sheet

E. Assignment sheets

1. Assignment Sheet #1 — Discuss Human Relations Case Study
2. Assignment Sheet #2 — Evaluate Yourself as Others See You
3. Assignment Sheet #3 — Describe a Dyadic Encounter
4. Assignment Sheet #4 — Self-Analysis I
5. Assignment Sheet #5 — Self-Analysis II
6. Assignment Sheet #6 — Design a Super-Duper Name Tag
7. Assignment Sheet #7 — Construct a Time Management Circle
8. Assignment Sheet #8 — Miracle Products Evaluation
9. Assignment Sheet #9 — Values Scale
10. Assignment Sheet #10 — Values Auction
11. Assignment Sheet #11 — Develop a Plan for Self-Improvement

F. Answers to assignment sheets

SUGGESTED ACTIVITIES

G. Test

H. Answer to test

II. Instructor's guide

A. Review unit and plan presentation.

B. Order films to supplement unit.

(NOTE: These films are available on a free-loan basis to Oklahoma teachers only. Oklahoma teachers may order these films from the Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1500 West Seventh Avenue, Stillwater, Oklahoma 74074. Out-of-state teachers must order from the addresses accompanying the films.)

1. *The Wellness Revolution*. Color, 30 minutes, 1983. Available from Sunset Films, 625 Market Street, Penthouse, San Francisco, CA 94105.

   (NOTE: This film, narrated by Dick Van Patten, talks about the importance of fitness, exercise, and a good nutritional diet to maintain good health. Discusses programs that deal with fitness, nutrition, and relaxation which are essential for the happiness and well-being of people of all ages.)

2. *JJ Gets to His Feet*. Color, 10 minutes, 1977. Available from Journal Films, Inc., 930 Pitner Avenue, Evanston, IL 60602.

   (NOTE: JJ learns the techniques that will help him to relax and deliver an effective presentation and become a successful speaker.)

3. *Managing Your Emotions*. Color, 11 minutes, 1971. Available from Coronet Films, 65 E. South Water Street, Chicago, IL 60601.

   (NOTE: People discover how to recognize and deal with such emotions as fear, love, and rage. Gives an introduction to the concepts of conditioning, relearning, and modeling of self-defeating responses.)

4. *A Day In the Life of Bonnie Consolo*. Color, 17 minutes, 1975. Available from Barr Films, 3490 E. Foothill Blvd., Pasadena, CA 91107.

   (NOTE: Bonnie Consolo is a most unusual and inspirational woman—a person who was born without arms, yet leads a normal and productive life. To Bonnie, the world is a beautiful and wondrous place, and she radiates a rich philosophy that will inspire everyone to live life to its fullest.)

C. Discuss unit and specific objectives.

D. Introduce unit.

SUGGESTED ACTIVITIES

- Unless we are hermits, our daily lives require us to interact with other people. The better we understand ourselves and our fellow humans, the greater our chances of being happy and productive. If we can learn to understand the people around us, we can be more tolerant and patient with them and everyone's life will flow along more smoothly. Perhaps this is even the way to world peace.

- Engage the students in a discussion of the importance of good human relations. Have they known people who could not get along with anyone? How did they feel toward this person? How did the person's inability to get along with people affect the quality of his or her life? Did the person have difficulty keeping a job? Friends? How was the person's family life? Have the students experienced periods in their lives when they could not get along with those around them? Were they able to understand later what caused them to have their problem?

E. Discuss information and assignment sheets.

1. Use Information Sheet, Section I, to introduce the terms and definitions necessary to understand human relations.

2. Discuss the reasons why human relations usage and training are important as listed in Information Sheet, Section II.

   - Invite a prominent business person, local government official, or school official to visit your class and talk about the importance of human relations in the work force.

3. Discuss the keys to dealing with people listed in Information Sheet, Section III.

   - Have the students think of ways they have seen these key attitudes used or abused. How do they feel when their good work is appreciated? How do they feel when no one notices their good work? How do they feel when they are discriminated against? How do they feel when someone is sensitive and understanding toward their feelings?

   - Based on the final key ("Utilize every opportunity to say something kind and encouraging"), discuss whether it is more productive to spank a child for bad behavior or praise the child for good behavior.

   - Use Assignment Sheet #1 to guide a class discussion about Kathy's unhappy experience in her job as a cook.

4. Information Sheet, Section IV presents the physical and emotional characteristics of personality.

   - Discuss the list of physical characteristics of personality.

SUGGESTED ACTIVITIES

- Show the film, *The Wellness Revolution*, narrated by Dick Van Patten. Discuss ways the students can improve their physical health. In what ways will a healthy body improve your life? Is it important to be realistic about the improvements you can expect from losing weight? Will being thin make you automatically rich? Will you become instantly popular? Is there a difference between using a fad diet to lose weight and eating a sensible diet to promote your best health?

- Discuss the emotional characteristics of personality. Think of other examples of times when emotions may be the opposite of what they appear. Is the real reason you dislike a person because you feel they dislike you? Or do you sometimes dislike a person because you feel they are smarter, or more attractive, or more successful than you? In these cases you do not dislike the person because there is something bad about him or her, but because of something in yourself.

5. Present the three sides of self in Information Sheet, Section V.

- Show TM #1, "The Three Sides of Self," and discuss each side.

- Show TM #2, "What Determines Self," and discuss each category of influence. Where does your personality come from? Do babies have different personalities? Do their personalities change as they develop? How do your interests and skills affect your personality? How does your personality affect your interests and skills? How important are your experiences?

- Have the students give examples of experiences that have influenced their personalities.

- Have the students make up a nickname for themselves which captures a dominant impression they have of themselves

  Examples: Fun Frank, Silly Sarah, Hopeful Ron, Generous Mary.

  (NOTE: This will give students and the instructor some insight into the students' self-concepts. Most students' nicknames will be very descriptive or just the opposite of the way they see themselves. The instructor should be able to tell which approach they took.)

- Have students talk about themselves for three minutes. They will be surprised how long three minutes is and how much they can learn about each other from this acitivity. An alternative to this activity is to divide the class into pairs. Have each pair learn three unknown things about the other person. Then let each person share the newly found knowledge with the class.

SUGGESTED ACTIVITIES

6. Present the values of having self-respect or a good self-concept listed in Information Sheet, Section VI.

   - Show TM #3 and discuss Eleanor Roosevelt's statement. Do you have the power to feel good about yourself even if someone else critizes you? What if they are criticizing you because they really feel inferior to you?

   - Eleanor Roosevelt (wife of President Franklin Delano Roosevelt) did not have a pretty face, and she had a difficult marriage. Yet she was the first president's wife to take an active, public role. She worked for civil rights for blacks and women. She was eloquent in her speeches and magazine columns and had great strength of character.

   - Use Assignment Sheet #2 to have students evaluate themselves and one other person. You may want to set the stage for this assignment so that everyone will accept criticism without getting their feelings hurt. Usually, students will find they rate themselves lower than their peers. You may want the second person doing the rating to remain anonymous.

7. Discuss the reasons some people have little self-respect listed in Information Sheet, Section VII.

   - Use Assignment Sheet #3 to guide class participation in a dyadic encounter.

8. Characteristics of people with little self-respect are listed in Information Sheet, Section VIII. Discuss examples of people using these behaviors from television, movies, or life experiences.

   - To gain insight into themselves, have students complete Assignment Sheet #4.

9. Discuss the ways to protect self-respect listed in Information Sheet, Section IX.

   - Complete Assignment Sheet #5, the second self-analysis.

10. Discuss the ways to achieve self-control presented in Information Sheet, Section X.

    - Show the film, *Managing Your Emotions*. Discuss the techniques for self-control presented in the film.

    - Show the film *JJ Gets To His Feet*. Discuss the self-control needed to do difficult things such as giving speeches.

    - Make the super-duper name tag using Assignment Sheet #6.

SUGGESTED ACTIVITIES

11. Use Information Sheet, Section XI to present and discuss ways to show respect for others.

    - Show the film, *A Day In The Life of Bonnie Consolo*. Discuss the ways the students can show respect for people with handicaps.

    - Give students an object like a raw egg, lemon, or potato to carry with them everywhere they go for three days. Have penalties for students who are seen without their objects. They should give their object a name, care for it, arrange for a sitter if it cannot be taken someplace, and make accessories for it, such as a basket or carton. The students will enjoy the game but will also be able to have a good discussion about assuming responsibility and thinking about others. Some programs have received good publicity from such activities.

12. Present the basic human needs arranged in order of importance using Information Sheet, Section XII.

    - Use TM #4, Maslow's Hierarchy of Basic Needs, to help focus the student's attention as you discuss the needs.

    - Think of additional examples in each category of need.

    - Ask students what would happen if one of the needs were not available.

    - Show TM #5 which labels the four lowest needs as deficiency needs and expands on the highest need, self-realization, labeling it as a growth need.

13. Most people will be employees at some time in their lives. Discuss the desirable characteristics of employees listed in Information Sheet, Section XIII.

14. Discuss ways to handle human relations problems with unpleasant co-workers found in Information Sheet, Section XIV.

    - Have students talk about experiences they have had on the job with difficult co-workers. Did they find a good solution for the problem at the time? Have they though of a better solution since?

15. Use Information Sheet, Section XV, to discuss techniques for motivating employees and promoting cooperation and teamwork.

    - Discuss whether these methods would work in a parent-child relationship.

SUGGESTED ACTIVITIES

16. Discuss ways to overcome boredom on the job. Information Sheet, Section XVI.

17. Use Information Sheet, Section XVII, to discuss the wise use of time.

    - Have students make a pie chart of the time they spend on various activities using Assignment Sheet #7.

    - Have students make a list of things to be done tomorrow. At the next class period, have them share experiences they had trying to stick to the list.

18. Prompt a discussion of what motivates people using Information Sheet, Section XVIII.

    - Review Maslow's Hierarchy of Needs. Have students draw pyramids on the chalkboard and fill in the needs at appropriate levels.

    - Have students think of examples of times when people act out of concern for others rather than out of concern for their own needs. What about a mother who gives half of her food to her child even though they are both starving? What about a person who jumps into a river fully clothed to save someone who is drowning? What about the passerby who enters a burning house to rescue the people inside?

    - Discuss the list of things that motivate people in terms of the parent-child, boss-employee, teacher-student, or coach-player relationship. How can this knowledge be put into practice in these relationships? Have students discuss experiences they have had with motivation in these relationships.

    - Use Assignment Sheet #8 to have the students gain some insight into their values.

    - Have students fill in the values scale in Assignment Sheet #9.

    - Now that students have a better idea of what they value, conduct the Values Auction using Assignment Sheet #10.

    - Introduce the values auction as an activity that helps us become aware of real and expressed values. It is one thing to be rational and logical while stating our values (expressed values), but it is quite another thing when the emotional aspect of our humanity is tapped. We sometimes become aware of other values we didn't "think" were so important.

      Begin the values auction by explaining that each of the items on the assignment sheet will be auctioned off to the highest bidder. Each students will have $5000 to use during the auction. Give the students a few minutes to budget the amount they plan to spend on any given item. Explain that they can spend the money available on one or two items or on as may as they wish, as long as their total budget does not exceed $5000. They should enter the amount budgeted in the first column.

Begin auctioning any item on the sheet. It is best not to proceed from top to bottom in the order in which items are found.

(NOTE: Students are not restricted in their bidding to what they budgeted for an item. If, during the auction, they decide to spend more than budgeted, they may do so as long as the total amount spent never exceeds $5000. When they have bought an item, that money is gone from their budget. If they bid and do not get the item, the money budgeted can then be used on another item of their choice. Have students enter the highest amount they bid on any item into the middle column. Enter the top bid which the item brought into the last column on the right.)

19. Discuss the factors that contribute to high morale listed in Information Sheet, Section XIX.

    - This list is from the employee's point of view. Have students think of other factors from a student's point of view.

    - Develop a plan for self-improvement using Assignment Sheet #11.

F. Give test.

G. Critique test and discuss in class.

H. Reteach and retest as necessary.

III. Unit references

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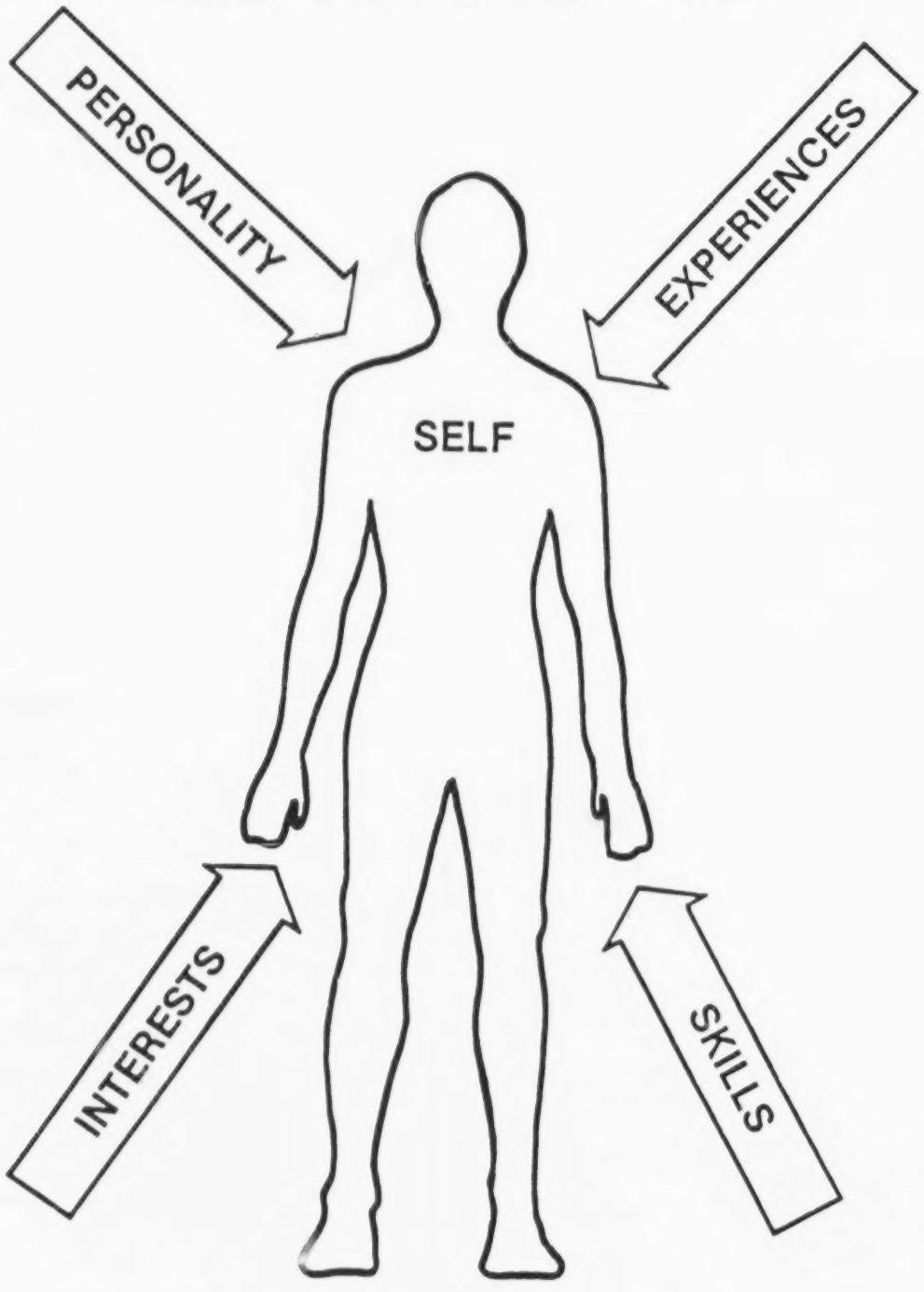
Self-Concept

"No One Can Make You Feel Inferior Without Your Consent"

-Eleanor Roosevelt

What Determines "Self"



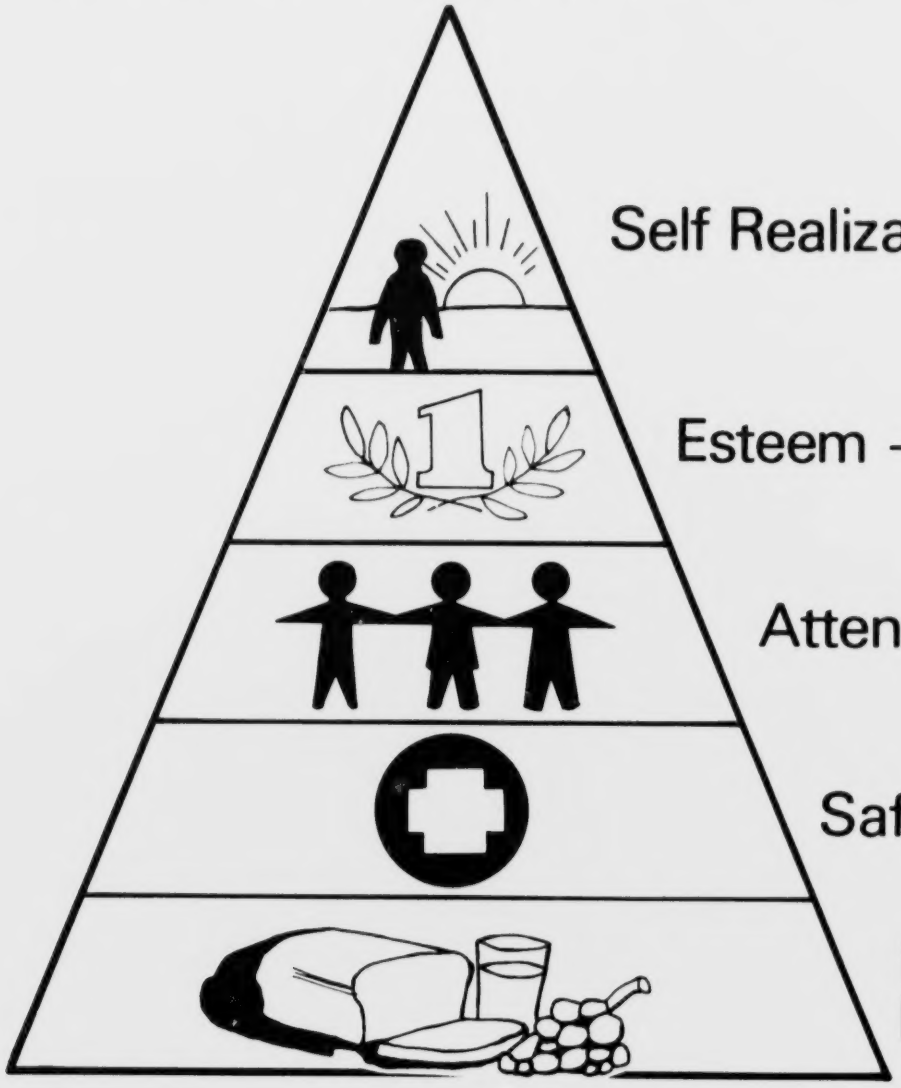
Three Sides of Self

The Person You Think You Are

The Person You Are

The Person Others Think You Are

MASLOW'S HIERARCHY OF BASIC NEEDS



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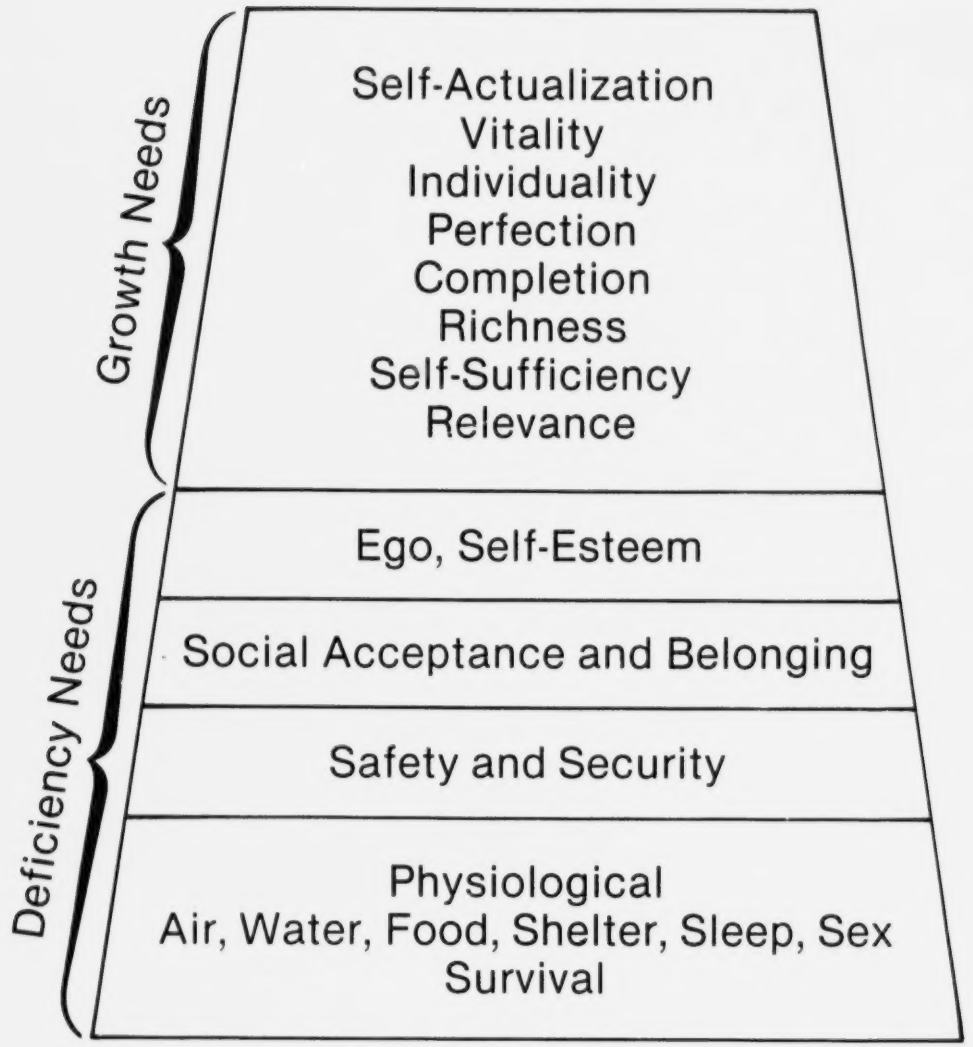
Maslow's Hierarchy of Needs



UNDERSTANDING HUMAN RELATIONS
UNIT I

INFORMATION SHEET

I. Terms and definitions

A. Human relations — Getting along with people and learning to accept them as they are

B. Personality — All the physical, mental, and emotional characteristics that make up a whole person

C. Respect — Recognizing the worth of self and the worth of other people, their property, and opinions

D. Success — To develop necessary qualities and traits to achieve in the world of work

E. Self-concept — How people feel about themselves

(NOTE: This is affected greatly by past experiences and definitely affects one's future success in social situations. We project our feelings of self-worth. If people feel good about themselves, usually their peers will treat them that way. The opposite is also true. If people feel bad about themselves, their peers will tend to reinforce their feelings about themselves.)

EXAMPLE: Self-concept determines if a person is shy, a high achiever, or a leader

F. Morale — Atmosphere or feeling prevailing in a department or facitility

G. Motivate — To stimulate an interest in work through meeting needs and appealing to employee's interest

II. Reasons why human relations usage and training are important

A. Results in higher productivity

B. Produces more interest in work

C. Ahieves better efficiency

D. Produces low employee turnover

(NOTE: Nothing builds the ego more than being asked to give an opinion.)

E. Keep people informed

F. Respect each person's point of view, regardless of how much it varies from your own

G. Utilize every opportunity to say something kind and encouraging

(NOTE: Mark Twain said, "I can live three weeks on a compliment." Henry James said, "The greatest human craving is the urge to be appreciated.")

INFORMATION SHEET

IV. Physical and emotional characteristics of personality

A. Physical characteristics

1. Affect self-confidence

2. Determine first impressions to a great extent

(NOTE: First impressions may be right or wrong, but they are important because they are often lasting impressions.)

3. Must usually be accepted

EXAMPLES: Height, bone structure

4. May often be altered

EXAMPLES: Diet, makeup, clothing, careful attention to appearance

B. Emotional characteristics

1. Reasons for emotions may be the opposite of what they appear

EXAMPLE: Jealousy of someone's affection does not mean you love the person deeply; it says, instead, that you are insecure about your own self worth

2. Emotions should not be denied but should be released in a positive way

3. People should express themselves through a few good activities which they can do reasonably well

(NOTE: Many people try to be everything at once: musician, school political leader, athlete, scholar, business person, civic leader, and actor.)

V. Three sides of self

A. Person you think you are

B. Person others think you are

C. Person you are

VI. Values of having self-respect or a good self-concept

(NOTE: Having self-respect or a good self-concept is not the same as being selfish, self-centered, or boastful.)

A. Makes it possible to work on self-improvement

B. Makes it easier to respect others

C. Is necessary before others can respect you

VII. Reasons some people have little self-respect

INFORMATION SHEET

A. We are so familiar with ourselves we tend to take ourselves for granted

B. We tend to minimize what we accomplish

C. We tend to believe others can reach heights we cannot

D. We receive negative reinforcement all our lives

EXAMPLE: Name calling, such as "You dummy!"

(NOTE: We should not allow our environment to affect our level of self-respect.)

VIII. Characteristics of people with little self-respect

A. Rebellious feelings

B. Quiet resentment which builds up until the person blasts back at others

C. Withdrawing from others

EXAMPLE: Extreme shyness, not participating in activities

D. Anger at self

E. Excessive drinking, drugs, and promiscuity

F. Doing extreme things to gain popularity and attention

IX. Ways to protect self-respect

(NOTE: The difference is often in the use of "I" instead of "you." People can state their feelings without "being bossy" or offending others. In other words, people can assume responsibility for their own actions without pushing their values on others.)

A. Communicate feelings to others without giving advice

EXAMPLES: Response to "Do you mind if I smoke?"—"Smoke really does bother me. Thank you for asking."

Response when in a car with a reckless driver—"Driving fast bothers me" INSTEAD OF "Why don't you slow down!"

Response to "Let's leave work early today. The boss is gone"—"I don't want to break company rules" INSTEAD OF "You shouldn't take off early when the boss isn't here."

B. State plans without whining or threatening others

EXAMPLES: Use "I plan to leave for the party at 7:00. If you're late, then I'll go ahead" INSTEAD OF "If you don't shape up and start arriving on time I'm going to be mad" OR "Why don't you *help* me?"

INFORMATION SHEET

C. Improve relations without putting yourself down

(NOTE: Avoid the "Oh, whatever you want to do" attitude.)

D. Learn to accept compliments and gifts graciously

EXAMPLE: Response to "You look nice today"—"Thank you" INSTEAD OF "This old thing?" OR "My hair needs washing."

X. Ways to achieve self-control

A. Work a little longer when you are tired and want to stop working

B. Do not allow small irritations and teasing to bother you much

C. Avoid temptation to do or be what you don't want

XI. Ways to show respect for others

A. Show understanding and appreciation of other people's feelings

B. Realize that other people's feelings make sense to them

C. Be aware of other people's feelings as well as what they are saying

EXAMPLES: "Oh, . . . I feel okay" may be said with discouragement

"I . . . I . . . have to go to the dentist tomorrow" may be said with anxiety

"I just saw Joe!" may be said with anger

"All right! If *you* say so!" may be said with anger

D. Respond to emotions first

(NOTE: It is hard to "tell it like it is" or to give the straight facts without *first* hearing a person's emotions.)

EXAMPLES: A person says, "We *never* do things *my* way."

Responding to emotions first: "What I hear you saying is that you feel I'm not very thoughtful of you?"

Not responding to emotions first "What do you mean? We *never* do it *my* way!"

E. Show restraint with obnoxious people

EXAMPLE: Do not yell back just because someone yells at you

F. Remember birthdays, special occasions, kindnesses shown, and troubled times with visits, cards, or some other kind of token

G. Help people feel at ease, important, and useful

INFORMATION SHEET

(NOTE: When you become concerned about other people, you forget about yourself. You become at ease with others and, thus, more important and useful to other people.)

H. Try to find something you can like in every person

I. Realize that every human being s a worthy individual

J. Return borrowed items promptly to their correct places

K. Remember manners and common courtesies

EXAMPLES: Please, thank you, yes sir

L. Do not overuse the word "I" when it is not necessary to actively defend your self-respect

EXAMPLE: The student organization president may say, "Look what we accomplished" INSTEAD OF "Look what I accomplished"

XII. Categories

(NOTE: This list begins with the most basic needs and goes to the highest level of human need. Once a person's basic needs have been met, a person is motivated by the next highest level. For example, if you do not need to worry about food, clothing, and shelter, then you can give more time and effort to other activities. However, if you are hungry you will be motivated primarily by the need for food. If your life is in danger, you will be motivated primarily by the need for safety. If a person understands the levels of human needs, he or shee will be better able to meet the needs of self as well as to relate to the needs of others.)

A. Basic physical needs

EXAMPLES: General—Air, water, food, clothing, shelter

Job related—Salary, health insurance, good work environment

B. Safety or security needs

EXAMPLES: General—Freedom from harm, protection against threat, confidence with the familiar and the known

Job related—Sick pay, job security, safe working conditions, retirement plan

C. Social or belonging needs

EXAMPLES: General—Group acceptance, companionship, sense of belonging

Job related—Celebrating birthdays

D. Ego or esteem needs

(NOTE: People who have a good opinion of themselves develop feelings of confidence, capability, and adquacy.)

INFORMATION SHEET

EXAMPLES: General—Good opinion of self; desire for others to have good opinion of self; recognition, prestige

Job related—Employee of the month award, job title, uniform name tag, bonus, public acknowledgement of job well done

E. Self-fulfillment needs

(NOTE: Self-fulfillment is the realization of one's potential to the fullest. It is also called *Self-actualization*.)

EXAMPLES: General—Continued growth, creative work

Job related—Dietetic assistant seminars, promotional system

XIII. Desirable characteristics of employees

(NOTE: The following characteristics were determined by a recent survey of employers in distributive occupations.)

A. Politeness — Courteous, well-mannered, considerate conduct

EXAMPLES: Saying "Good morning" and "Thank you;" escorting, when possible, a customer to a credit department instead of just pointing or giving directions

B. Patience

C. Leaving personal problems at home

D. Punctuality

E. Good attendance

(NOTE: Excessive absences was the number one problem in the businesses surveyed.)

F. Honesty

G. Neat appearnce, good grooming

H. Smiling

I. Not talking too much

(NOTE: This includes talking on the telephone.)

J. Lack of jealousy

K. Positive attitude

L. Tact — Expressing ideas and opinions so that they do not offend others

M. Dependability

N. Perserverance

INFORMATION SHEET

O. Enthusiasm

P. Interest in job

Q. Assuming responsibility

XIV. Ways to handle human relations problems with unpleasant co-workers

A. Wolf

1. Be casual

2. Fail to react

B. Grouch

1. Be pleasant and sympathetic, not taking the grumbling and griping personally

2. Realize that there may be many reasons for crankiness, such as home life, financial problems, and dissatisfaction with himself/herself

C. Bossy person

1. Do not allow the co-worker who is not your supervisor to confuse you and cause conflict by giving you orders

2. Pay attention to details and follow directions as accurately as you can, if your supervisor or a person who influences your supervisor gives you instructions, criticism, or orders

D. Compliment

1. Politely avoid complaining as much as possible because it is contagious

2. Counteract complaints with cheerful, positive statements

E. Tattler — Politely but firmly refuse to listen to gossip by suddenly remembering something you have to do and politely dismissing yourself

(NOTE: A person who will tell what someone has said will also repeat what you have said about other people.)

XV. Techniques for motivating employees and promoting cooperation and teamwork

(NOTE: The basic problem with motivation is how to create a situation in which employees can satisfy their individual needs whil working toward goals of the organization.)

A. Give liberal praise

(NOTE: Praise loudly, but criticize softly.)

B. Practice active listening

(NOTE: Each person in the department needs to develop and use active listening skills.)

INFORMATION SHEET

C. Encourage employees to exchange ideas and to work together

(NOTE: Help others when you job is done.)

D. Avoid arguments

E. Clear misunderstanding immediately

F. Set fair challenges

G. Encourage each employee to offer opinions and suggestions for improving job and/or department

XVI. Overcoming boredom on the job

A. Find things to do, always keeping busy

(NOTE: You may need to ask your employer for additional duties.)

B. Try to do things in a different but efficient way

EXAMPLE: Make up a game by seeing how many ways you can approach customers without saying "May I help you?"

C. Look at the job or task objectively

(NOTE: People have a tendency to idolize other people and their positions while overlooking opportunities for improvement in themselves and in their position.)

XVII. Using time wisely

A. List things to be done during the day

B. Arrange the list in priorities

(NOTE: It is sometimes helpful to place items first which are hard to accomplish.)

C. Do the tasks in the order on the list

D. Do not be discouraged if not all items are finished during the day

(NOTE: At least the most important items will have been accomplished first.)

XVIII. What motivates people

A. Person's level of need

(NOTE: Once a person's basic needs have been met, a person is motivated by the next highest level. For example, if a person does not need to worry about food, clothing, and shelter, then the person can give more time and effort to other activities. However, if a person is hungry he will be motivated only by the need for food. If his life is in danger, he will be motivated only by the need for safety.)

INFORMATION SHEET

B. Whatever gives the greatest reward

(NOTE: Sometimes people do things even though they will be punished because subconsciously they are rewarded by the attention they receive.)

C. Praise of the person's work and actions

EXAMPLES: "Great," "I like that," "That's interesting," "Good thinking," "Thank you," "Good job," "That's right"

(NOTE: For some reason, praise of a person, such as "You're such a wonderful young man," often makes a person feel guilty because he knows he's not as wonderful as all that.)

XIX. Factors that contribute to high morale

A. Pride in work

B. Job satisfaction

C. Adquate salary

D. Good working conditions

E. Fringe benefits

F. Awareness of job responsibilities

G. Advance notice of change

H. Fair treatment

I. Fair evaluation of job performance

J. Appreciation for work done

K. Participation in decision making

UNDERSTANDING HUMAN RELATIONS
UNIT I

ASSIGNMENT SHEET #1 — DISCUSS HUMAN RELATIONS CASE STUDY

NAME _____ SCORE _____

Good human relations between a supervisor and an employee require exceptional understanding and caring.

Read the following case study, and discuss as a class. Questions that you may want to include in the discussion are listed below.

Case Study

Kathy has worked as a cook in a small hospital for five years. She has been a conscientious worker and takes a great deal of pride in her work. She is willing to help the other cooks, and too frequently they take advantage of her good nature. Kathy feels that she is overworked, but she has never said so. Because she has never received a promotion and feels overworked, she has decided to accept employment elsewhere. When she gave her two weeks' notice, the food service supervisor said, "Kathy, you can't quit; we need you." She was persuaded to think it over for a few days. At home that night, she told her husband that this was the only complimentary remark that the supervisor had ever made to her.

A. What does Kathy want most from her job?

B. How does this need compare with those of most people?

C. What must the food service supervisor do to avoid such situations in the future?

D. What are several areas of good human relations that have been neglected in this department?

E. Share a similar example of poor human relations that has happened in your health care facility.

Comments: _____

_____

_____

_____

_____

_____

UNDERSTANDING HUMAN RELATIONS
UNIT I

ASSIGNMENT SHEET #2 — EVALUATE YOURSELF AS OTHERS SEE YOU

NAME _____ SCORE _____

It is important not only to be your best self but to project a truthful image of your best self. Rate yourself on the following scale and then have someone else rate you as they see you. (A five (5) on the scale would mean that you greatly project this quality. A one (1) on the scale would mena you have very little of this quality.) Look up the meaning of any words you don't understand. You may wish to repeat the process periodically to check on improvement or to ask other people to rate you. Use a pen or pencil different from one used by the other person doing the rating so you can distinguish between your markings and the other person's.

CHARACTERISTICS	RATING				
Sense of humor	5	4	3	2	1
Poised	5	4	3	2	1
Systematic	5	4	3	2	1
Courteous	5	4	3	2	1
Cooperative	5	4	3	2	1
Apathetic	5	4	3	2	1
Easily impressed	5	4	3	2	1
Pays attention	5	4	3	2	1
Determined	5	4	3	2	1
Extroverted	5	4	3	2	1
Practical	5	4	3	2	1
Creative	5	4	3	2	1
Patient	5	4	3	2	1
Alert	5	4	3	2	1
Perfectionist	5	4	3	2	1
Pessimistic	5	4	3	2	1
Logical; reasonable	5	4	3	2	1

ASSIGNMENT SHEET #2

CHARACTERISTICS	RATING				
Leadership qualities	5	4	3	2	1
Impulsive	5	4	3	2	1
Sensible	5	4	3	2	1
Generous	5	4	3	2	1
Sociable	5	4	3	2	1
Tactful	5	4	3	2	1
Rude	5	4	3	2	1
Deceitful	5	4	3	2	1
Considerate	5	4	3	2	1
Sincere	5	4	3	2	1
Forgetful	5	4	3	2	1
Kind	5	4	3	2	1
Inhibited	5	4	3	2	1
Restless	5	4	3	2	1
Possessive	5	4	3	2	1
Irritable	5	4	3	2	1
Loyal	5	4	3	2	1
Selfish	5	4	3	2	1
Thoughtful	5	4	3	2	1
Independent; self-governing	5	4	3	2	1
Emotionally mature	5	4	3	2	1
Self-control	5	4	3	2	1
Obeys rules	5	4	3	2	1
Perseverant	5	4	3	2	1
Economical	5	4	3	2	1

ASSIGNMENT SHEET #2

CHARACTERISTICS	RATING				
Jealous	5	4	3	2	1
Naive	5	4	3	2	1
Dependable	5	4	3	2	1
Stubborn	5	4	3	2	1
Critical	5	4	3	2	1
Optimistic	5	4	3	2	1
Easily depressed	5	4	3	2	1
Friendly	5	4	3	2	1
Positive	5	4	3	2	1
Ambitous	5	4	3	2	1
Conceited	5	4	3	2	1
Good natured	5	4	3	2	1
Honest	5	4	3	2	1
Sarcastic	5	4	3	2	1
Inferiority complex	5	4	3	2	1
Enthusiastic	5	4	3	2	1
Resourceful	5	4	3	2	1
Intellectual	5	4	3	2	1
Suspicious	5	4	3	2	1
Shrewd	5	4	3	2	1
Sympathetic	5	4	3	2	1
Emotional	5	4	3	2	1
Self-conscious	5	4	3	2	1
Domineering	5	4	3	2	1
Argumentative	5	4	3	2	1

ASSIGNMENT SHEET #2

CHARACTERISTICS	RATING				
Broadminded	5	4	3	2	1
Efficient	5	4	3	2	1
Introverted	5	4	3	2	1
Modest; humble	5	4	3	2	1

UNDERSTANDING HUMAN RELATIONS
UNIT I

ASSIGNMENT SHEET #3 — DESCRIBE A DYADIC ENCOUNTER

NAME _____ SCORE _____

A dyadic encounter is an experience of actually listening to another person's feelings as well as words. You can learn a lot about other people and about yourself by answering the following probing questions.

Divide into groups of two. Decide which person in the pair will go first and who will go second. Read statement number one silently together. The first person then completes the statements aloud to the second person. The second person responds with "What I hear you saying is. . ." and repeats briefly in his/her own words what the first person said. Then reverse the situation with the same questions. The second person should respond to the question and the first person repeats what was said. Do the same thing with each question. You may say "I pass" if the response is too personal to share aloud. It is important to respond truthfully and not the way you think your partner expects you to respond.

Do not try to answer all probing questions in one day. It will probably take two to four hours to respond well to all the statements. However, this could be a most rewarding time if taken seriously.

1. I am proud when . . .
2. I give gifts that are . . .
3. I think school is . . .
4. I handle money . . .
5. My family . . .
6. Something I learned recently is . . .
7. I have thought a lot about . . .
8. It was hard to do, but I . . .
9. It was hard to do, but I did not . . .
10. We have a tradition or custom in my family of . . .
11. Older people . . .
12. I was glad I spoke up about . . .
13. My strongest point is . . .
14. I would be willing to die for . . .

ASSIGNMENT SHEET #3

15. I would fight for . . .
16. I would argue for . . .
17. A turning point in my life was . . .
18. The lowest I have ever felt was . . .
19. I was sad when . . .
20. A high point in my life was . . .
21. An experience I would like to have . . .
22. Something I have not come to a definite stand on is . . .
23. I missed an opportunity when . . .
24. One of the happiest times of my life was when . . .
25. If I were twenty years older . . .
26. If I could start all over again . . .
27. My bluest days are . . .
28. I am best at . . .
29. My feelings get hurt when . . .
30. I am afraid of . . .
31. The people I work closet with are . . .
32. My boss is . . .
33. My teacher is . . .
34. I get mad when . . .
35. People who expect a lot from me make me feel . . .
36. I am different from most people in that I . . .
37. I wish I had kept quiet about . . .
38. I made a . . .
39. I made a good purchase on . . .
40. I helped my family . . .

ASSIGNMENT SHEET #3

41. I helped someone outside my immediate family . . .

42. I try to be an example to younger children by . . .

43. If I had a million dollars I would . . .

44. If I had the powers of Superman or Superwoman . . .

45. My children will never have to . . .

46. If I were President of the United States . . .

47. Many people do not agree with me about . . .

48. In school I do best when . . .

49. On the job I do best when . . .

50. What I want most in life is . . .

51. When my feelings are hurt, I react by . . .

52. I have a problem dealing with . . .

53. People think I . . .

54. I do not like . . .

55. A fat person . . .

56. I feel loved when . . .

57. I trust those who . . .

58. When someone meets me for the first time, they . . .

59. I need to improve in . . .

60. I used to be . . .

61. If I could have two perfect days they would be . . .

(NOTE: Describe in detail the feelings, setting, smells, taste, and people involved.)

62. When I think about the future, I see myself . . .

63. When I enter a room full of people I usually feel . . .

64. When I have something to say . . .

ASSIGNMENT SHEET #3

65. I am happiest when . . .
66. Nothing is so frustrating as . . .
67. When I am rejected I usually . . .
68. To me, belonging is . . .
69. The things that turns me off the most is . . .
70. When I am alone I usually . . .
71. It is fun to . . .
72. When I let go . . .
73. People think of me as . . .
74. In crowds I . . .
75. In a group I usually get most involved when . . .
76. I am rebellious when . . .
77. A frequent daydream I have is about . . .
78. The thing I like best about you is . . .
79. You are . . .
80. Right now this experience is making me feel . . .
81. I believe in . . .

UNDERSTANDING HUMAN RELATIONS
UNIT I

ASSIGNMENT SHEET #4 — SELF-ANALYSIS I

Answer the following questions honestly as they apply to your job and/or classroom experiences by checking the most appropriate column. Then analyze the statements checked "Sometimes" and "Never."

	Never	Sometimes	Always
1. Are you able to act naturally under all circumstances?			
2. Do you seek opportunities to meet those in positions of authority?			
3. Do you avoid criticizing others?			
4. Are you able to give credit to others for what they do, rather than seek first to obtain credit for yourself?			
5. Do you try to have a positive attitude?			
6. Do you have bad breaks?			
7. Do you approach your work confidently?			
8. Do you think your friends are more capable than you are at most things?			
9. Do you try to improve your attitudes?			
10. Do you feel others are luckier than you are?			
11. When you fail, do you come right back?			
12. Do you treat customers and co-workers as though they were important?			
13. Do you expect to succeed?			
14. Are you honest?			
15. Are you willing to accept more responsibility on your job?			

ASSIGNMENT SHEET #4

		Never	Sometimes	Always
16.	Are you free from bad habits which will hinder your progress?			
17.	Do you discharge your duties promptly and efficiently and with little or no supervision?			
18.	Do you finish the things you start?			
19.	Do you feel your present job can help you in your future career?			
20.	When you see your friends succeed, do you wish you were doing what they are?			
21.	Do you feel that limitations are things you put on yourself?			
22.	Do you try to appreciate, understand, and show a sincere interest in customers and co-workers?			
23.	Do you try to learn as much as you can at work?			
24.	At work, do you try to be a real service to people on the job?			
25.	Do you try to improve your memory of prices, procedures, stock locations, delivery dates, and customers' preferences?			
26.	Do you work to be free from superstitions and prejudices?			
27.	Do you listen attentively to what people say without interrupting them?			
28.	Do you observe closely what is going on around you and understand the significance of it?			
29.	By reading and studying, do you keep informed about current events, your work, your future career, and subjects of popular interest?			

ASSIGNMENT SHEET #4

	Never	Sometimes	Always
30. Can you be depended upon to keep your promises to customers and co-workers?			
31. Do you defend from unjust criticism the persons and things (company, co-workers, merchandise) with which you are identified?			
32. Do you work toward your goal?			
33. Do you measure success by money?			
34. Do you try to achieve one goal at a time?			
35. Do you believe we become what we think about, what we concentrate on achieving?			
36. Do you believe the most useful goals are specific goals?			
37. Do you feel successful people do not have problems?			
38. Do you worry about past mistakes and failures?			
39. Do you control your temper?			
40. Do you often feel enthusiastic about something you wish to do?			
41. Are you able to make decisions about everyday things easily?			
42. Are you able to interest yourself in the details of your job?			
43. Are you careful not to hold grudges against people?			
44. Do you usually look on the bright side of situations?			
45. Are you able to work pleasantly with others?			
46. Do you believe that we receive rewards by giving service to others?			

ASSIGNMENT SHEET #4

	Never	Sometimes	Always
47. Do you try to find ways to help other people at work?			
48. Do you believe it is important for a person in business to be civic-minded?			
49. Do you find your dealings with others at work very frustrating?			
50. Do you try to be cooperative?			
51. Do you avoid carrying tales and gossiping about others?			
52. Do you try to see the other person's point of view?			
53. Do you refrain from telling others what you think of them?			
54. Do you avoid arguments?			
55. Do you avoid making fun of others?			
56. Do you keep out of other people's business?			
57. Do you avoid finding fault with everyday little things?			
58. Do you keep your personal troubles to yourself on the job?			
59. Do you feel honesty is the way to success?			
60. Do you really enjoy your work?			
61. When you feel "down" do you try to work harder?			
62. Do you think about others on special occasions, such as their birthdays and in sorrow and happiness, and do you send them some expression of your thoughts?			
63. Do you congratulate your friends upon their achievements?			

ASSIGNMENT SHEET #4

		Never	Sometimes	Always
64.	Do you learn, remember, and use the names of people you meet?			
65.	Do you know the rules of etiquette and observe them?			
66.	Do you think about the rights of others before you think of your own?			
67.	Do you show respect for everyone regardless of position?			
68.	Are you appreciative for everything one does for you and always thank them?			
69.	Do you believe people who work hard make it unneccessarily difficult on others?			
70.	Do you try to improve?			
71.	Do you want to be like your present friends?			
72.	Do your friends try to operate at their best potential?			
73.	Do you realize how much your friends influence your achievements?			
74.	Are you well groomed?			
75.	Do you do just enough to get by?			
76.	Do you smile often?			
77.	Do you really know that you are a unique and valuable person?			
78.	Do you think of exciting possibilities in your future work?			
79.	Do you try to improve your human relations skills?			
80.	Do you feel you are mature in your attitudes, outlook, and actions?			

ASSIGNMENT SHEET #4

	Never	Sometimes	Always
81. Do you try to see yourself as others see you?			
82. Do you feel you could increase your productivity at work?			
83. Do you feel that wanting money is wrong?			
84. Do you believe there is any value in accumulating wealth?			
85. Do you believe how much money we earn is determined by how hard it would be to replace us?			
86. Do you feel it is wrong for your employer to make a profit?			
87. Do you realize that profit provides jobs?			
88. Do you try to make everyday count?			
89. Do you jump from one thing to another when trying to accomplish things?			
90. Do you try to plan your time wisely?			
91. Do you believe that for every effect there is a cause?			
92. When there is a problem at work or at school, do you try to be part of the solution?			
93. Do you get impatient with yourself?			
94. Are you patient with others?			
95. Do you feel you will be rewarded in some way if you do well at work or at school?			
96. Do you refrain from exaggeration?			
97. Do you avoid flattering people for personal gain?			
98. Do you try to avoid embarassing others?			

ASSIGNMENT SHEET #4

	Never	Sometimes	Always
99. Do you return what you borrow to its proper place?			
100. Do you accept at least partial blame for failures?			
101. Do you respect your parents, elders, employers, and people in authority?			
102. Do you have a tendency to try to top a remark made by a previous speaker during a conversation?			
103. Are you usually ill at ease with strangers?			
104. Are you critical and bossy?			
105. Do you ridicule people who are not present?			
106. Do you laugh at others' mistakes?			
107. Are you suspicious of other people's motives?			
108. Do you avoid talking about yourself, what you own, and your successes?			
109. Do you use belittling words and jokes about those with different sex, race, politics, religion, and beliefs?			
110. Do you believe that successful people frequently ask themselves, "How can I give more service to others?"			
111. Do you use illness as an excuse for not doing well on a job?			
112. Do you try not to prejudge customers and other people at work?			

UNDERSTANDING HUMAN RELATIONS
UNIT I

ASSIGNMENT SHEET #5 — SELF-ANALYSIS II

Check the appropriate column. No one will see this analysis but you. It will not affect your grade. It is simply to help you analyze yourself as you work on self-improvement.

Yes	No	Maybe	WILL YOU . . .
			1. write letters to the editor?
			2. write Dear Abby?
			3. never quit smoking?
			4. marry for money?
			5. run for public office?
			6. be an officer of a civic club?
			7. never get fatter with maturity?
			8. always watch soap operas?
			9. marry someone of another religion?
			10. not consider getting engaged without a ring?
			11. always read the sports page of the newspaper?
			12. read gossip columns?
			13. travel in Europe?
			14. attend cultural events?
			15. always read the editorials of the newspapers?
			16. subscribe to *Playboy or Playgirl*?
			17. never read the newspaper?
			18. have a swimming pool?

ASSIGNMENT SHEET #5

Yes	No	Maybe	WILL YOU . . .
			19. write letters to the editor?
			20. always read the front page of the newspaper?
			21. always read the comics page of the newspaper?
			22. have a large family?
			23. watch more than four hours of TV per day?
			24. turn on the radio immediately upon entering your house?
			25. insist on a large wedding?
			26. go to a nice restaurant once a week?
			27. do a good deed once a day?
			28. move if a member of minority race moves into your neighborhood?
			29. move far away from home?
			30. work with younger children?
			31. turn down your favorite dessert?
			32. date two people at once?
			33. drive recklessly?
			34. lock all doors when you leave the house?
			35. cheat on your spouse?
			36. dislike you mother?
			37. have a maid?
			38. take office supplies from your business?
			39. call in sick whey you were up late the night before?
			40. vote for a conservative?
			41. have trouble sleeping?

ASSIGNMENT SHEET #5

Yes	No	Maybe	WILL YOU . . .
			19. write letters to the editor?
			20. always read the comics page of the newspaper?
			21. always read the comics page of the newspaper?
			22. have a large family?
			23. watch more than four hours of TV per day?
			24. turn on the radio immediately upon entering your house?
			25. insist on a large wedding?
			26. go to a nice restaurant once a week?
			27. do a good deed once a day?
			28. move if a member of minority race moves into your neighborhood?
			29. move far away from home?
			30. work with younger children?
			31. turn down your favorite dessert?
			32. date two people at once?
			33. drive recklessly?
			34. lock all doors when you leave the house?
			35. cheat on your spouse?
			36. dislike you mother?
			37. have a maid?
			38. take office supplies from your business?
			39. call in sick whey you were up late the night before?
			40. vote for a conservative?
			41. have trouble sleeping?

ASSIGNMENT SHEET #5

Yes	No	Maybe	WILL YOU . . .
			42. go to a psychiatrist?
			43. vote for a liberal?
			44. order a cola rather than a cocktail when with friends?
			45. experiment with drugs?
			46. move in with relatives after you are married?
			47. have a picture of a movie star in your room?
			48. enjoy your in-laws?
			49. join the military?
			50. own land?
			51. have regular physical and dental checkups?
			52. work with the sick and elderly?
			53. continue your education?
			54. give a present to someone for no reason other than that you like them?
			55. read a self-improvement book?
			56. give up to the point of considering suicide?
			57. refuse to take money that is not yours?
			58. not work because the supervisor is gone?
			59. set goals?
			60. assume new responsibilities on the job?
			61. envy other people?
			62. break a promise?
			63. defend someone you think was wronged?
			64. try to do too much at once?
			65. worry so much you'll get sick?

ASSIGNMENT SHEET #5

Yes	No	Maybe	WILL YOU . . .
			66. blow your stack in front of people at work?
			67. get even with someone who wronged you no matter how long it takes?
			68. tell an ethnic joke?
			69. decide not to compliment someone?
			70. be suspicious of most people's motives?

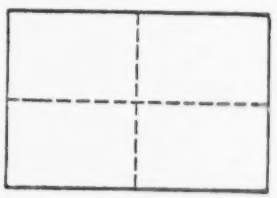
What can you conclude about yourself from this experience?

UNDERSTANDING HUMAN RELATIONS
UNIT I

ASSIGNMENT SHEET #6 — SUPER-DUPER NAME TAG

NAME _____ SCORE _____

1. Draw lines to divide a sheet of paper into four equal parts. Do this on both sides of the page.



2. In the upper left-hand corner write your name or nickname that you like to be called.

3. In the upper right-hand corner write at least ten words that describe you.

4. In the lower left-hand corner draw pictures of things you like to do. (Art work does not count.) These are probably things you like to do well. They may be the same as the last square, but not necessarily.

5. In the lower right-hand corner list something you want to accomplish today, this week, this month, this year, in ten years, and by the time you are 65.

6. On the opposite side of the page, in the upper left-hand corner, put something about which you would never budge

7. In the upper right-hand corner put a motto, saying, philosophy, or scripture that you try to live by.

8. In the lower left-hand corner put what you would do if you knew you only had one year to live, if you only had one day to live.

9. In the lower right-hand corner list at least three things you want people to say about you after you die.

   (NOTE: You might even design your own tombstone and obituary.)

10. Attach string to the name tag and wear it around your neck. Share it with the entire class if you desire.

11. List the things you learned about yourself from this activity.

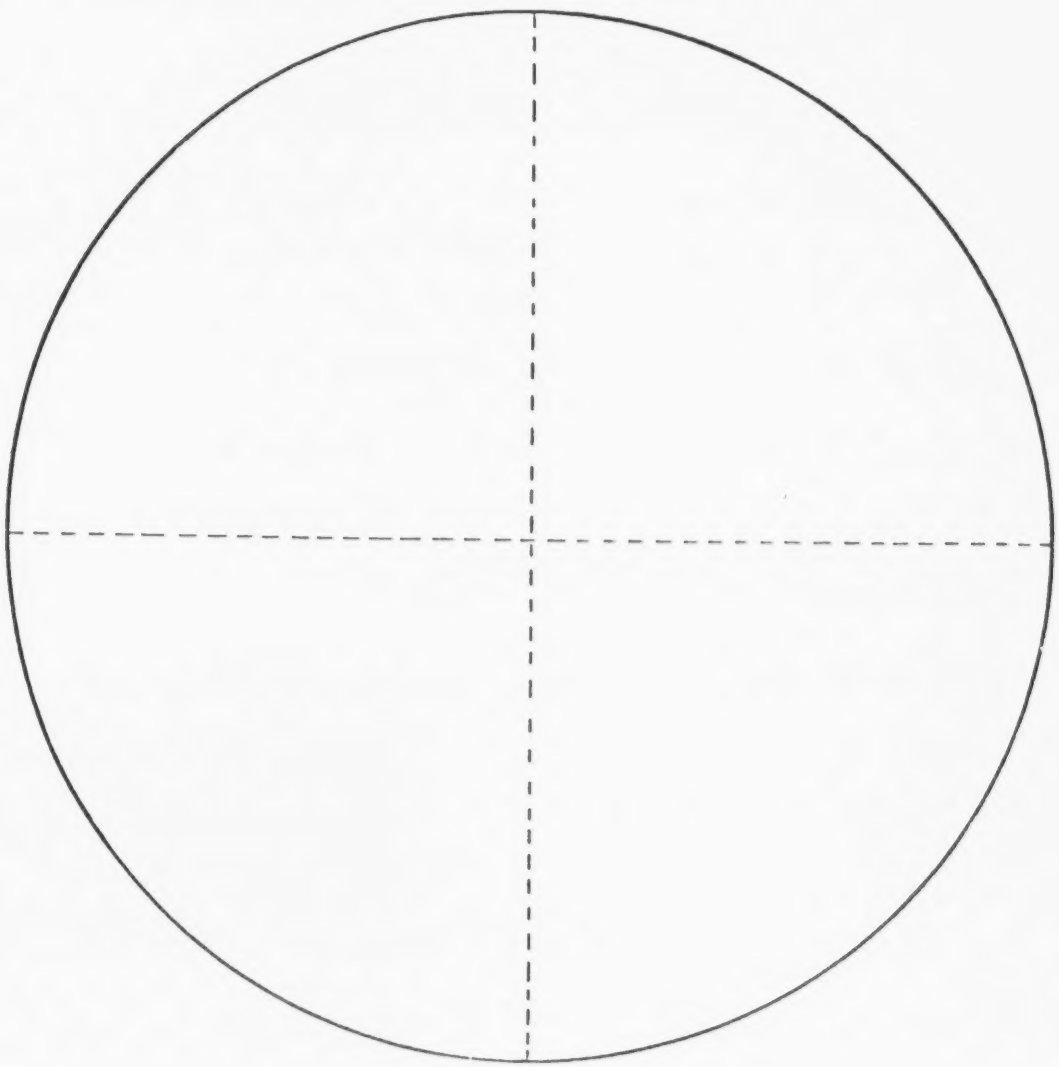
    (NOTE: Use the back of this sheet.)

UNDERSTANDING HUMAN RELATIONS
UNIT I

ASSIGNMENT SHEET #7 — MANAGING YOUR TIME

NAME _____ SCORE _____

Estimate the time spent on various activities during a typical day: sleep, grooming, school, work, homework, eating, watching TV, riding around, visiting with friends, talking on the telephone. The estimate of the number of hours need not be exact but should add up to 24 hours. After you have completed the time circle, ask yourself if you can better use your time and how.



UNDERSTANDING HUMAN RELATIONS
UNIT I

ASSIGNMENT SHEET #8 — MIRACLE PRODUCTS

NAME _____ SCORE _____

You are watching television and see the following products and services advertised with clever slogans and jingles. Select five miles products that you value the highest. Then select five products that you value the least. Discuss your choices in small groups and see if you can discover any pattern in your choices. What values are the basis of your choices? Are there choices that do not fit the pattern? Answer these questions at the end of the list of products. Use another sheet of paper if necessary.

1. Charles Atlas' and Miss Universe's Body Beautiful Potion — Makes you look like you want to look

2. Albert Einstein's Smart Pills — Guarantees a high I.Q. and good grades with a lot of common sense

3. Saint Peter's Living Formula — Always see black and white and shades of gray clearly

4. Six Millin Dollar Man Plan — Earn millions and all that money will buy in a matter of weeks

5. Loveable Lucy's Love Potion — Guarantees that you will love and be loved by everybody and everything at all times

6. Linda Lovelace's Secrets — Lets you know how to have sex appeal

7. Pop U. Larity's Power Packed Remedy — Guarantees friends, offices, honors, and all kinds of accolades

8. Joe Jobgetter Agency — Any job you want with free training program to make you qualified as you climb the ladder of success

9. Vanna's Famous Fame Course — Fame and fortune can be yours from movies, television, records, and Las Vegas shows

10. Ecology Rules Book — Clean up air, water, and the smoking section of your business in five easy steps

11. Issue Solving Medicine — Cures all social ills from war to floods to abortion questions

12. Discrimination Darla's Protest Songsheet — Learn the words and guitar chords to the top protest songs of this decade; see immediate progress of your money back

13. Jet Lag Julius' Travel Agency Package Plan — World-wide travel; stay in nice hotels, drink in nice cocktail lounges, take pictures in all tourist traps around the world

ASSIGNMENT SHEET #8

14. Civic Service Soul's Formula — Guides you in building parks, raising money for the handicapped, and other worthwhile projects

15. Reagan-Jackson Formula — Gain political power and prestige in just one hundred and one easy steps and campaign speeches

16. Family Ties New and Improved Formula — Harmony in the family; you will have acceptance and freedom without accompanying hassles

17. Self-Concept Clara's Self-Confidence Pills — Know self; accept self; improve self; like self

18. Happy Howard's Jolly Pills — Be hapy and positive in all, and I do mean in spite of all, situations

19. Peace of the Rock — Real inward peach that spread to all

20. Health Food Nutrients — Insures good digestions, no stress, no wrinkles, nd no bad colds

21. Patient Patty's Patented Formula — Long suffering done with confidence and assurance and without worry

22. Dandy Dan's Dynamite Dual-Packed Bottle of Self-Control Glue — Helps you stick to any project you start with a bonus of an extra two ounces of self-discipline free of charge

23. Kind-N-All Conditioner — Helps you be manageable and nice to all people in spite of their rottenness

Adapted from Sidney Simon, Leland W. Howe, and Howard Kirschenbaum, *Values Clarification: A Handbook of Practical Strategies for Teachers and Students*. New York: Hart Publishing Company, Inc., 1972.

UNDERSTANDING HUMAN RELATIONS
UNIT I

ASSIGNMENT SHEET #9 — VALUES SCALE

Decide where on the following scales you would place yourself. Discuss your placement with the class if you wish. Do not go along with the crowd just because you fear being different or because you do not want to think seriously about the issue. Also, be cautious not to always mark the middle of the scale. It would be rare for someone to always be exactly in the middle of every issue.

1. How far would you go to be popular?

Feeble Knieval—Do anything	Aloof Alice—Do nothing at all including risking health and safety

2. How much personal freedom do you have?

All decisions are made for	Complete freedom of choice you

3. How much freedom do you want?

All decisions are made for	Complete freedom of choice you

4. How do you feel about what you wear?

Sloppy Same—His clothes are more holely than righteous	Patty Perfectionist—Even irons underwear

5. How do you feel about fighting?

Battlefield Betty—Argues at the drop of a hat	Peaceful Paul—Love and hearts and flower all the time, sickeningly sweet

6. How are you about making decisions?

Undecided Eunice—Can't even decide wht to wear	Lightning Fast Larry—Doesn't waste a second, never at a loss for an opinion

ASSIGNMENT SHEET #9

7. How do you feel about competition?

Apathy Ann—Avoids all competition

Willy Winner—Walks over anyone to win any way he can; it's not how he plays the game that counts but winning, winning, winning

8. How much do you want from the family?

Arnold Apronstrings—Totally dependent on family; no

Independet Inez—Would rather be rid of the family

9. How do you feel about school?

Hooky Harold—Thinks school is a communist plot

Rah Rah Ruby—Loves school so much the teachers added her to the payroll

10. How much do you talk to other people?

Silent Sam

Bucket-mouth Bessie

11. What will you eat?

Health Food Freddy

Junk Food Jackie

12. How do you feel about marriage and divorce?

We-Can-Always-Get-A-Divorce

Death-Do-Us-Part

13. How do you handle money?

Generous George—Spend all, gives it away, never enough for necessities

Tightwad Twiggy

ASSIGNMENT SHEET #9

14. What percentage of the time are you happy?

0% 100%

15. How much do you worry?

Don't-Give-A-#"%@ Dan Worry-Wart Wanda

16. How much do you try to please authority figures like supervisors or teachers?

Rebel Apple Polisher

17. How would you raise your child?

Permissive Peter Strict Steven

18. How many friends do you need?

Snobby Suzanne—Sends herself love letters

Friendly Fred—Buys colas for everyone

19. How patriotic are you?

Radical Ray—Tear down the establishment

Love It or Leave It Lawrence

20. How helpful are you to others?

Nasty Nellie—Wouldn't do anyone a favor

Handy Heloise

21. How much time do you spend watching TV and cruising main street?

Educational stations and trips to the grocery store only

Late, late, late shows and the Indianapolis 500

ASSIGNMENT SHEET #9

22. How informed are you of current events

Nothing but the sports page and Ann Landers

Headlines to comics and evening news on TV

23. How clearly do you write?

Penmanship Penelope

Scribble Sarah

24. How do you celebrate Halloween?

Tricky Dicky

Goody Two Shoes

25. How are you at compliments

Can't receive one

Can't give one

26. How often do you smile?

Sullen Sally—Looks like she ate a pickle and then froze

Toothy Teresa—Forced, unnatural

27. How positive are you?

If anything can go wrong it will

Life is just a bed of roses

ASSIGNMENT SHEET #9

Now, think of at least five things that would describe who you are. Then, make up your own rating scale for each characteristic. For example, you might want to have a scale for being an employee, club member, son or daughter, or honest person. Would other people rate you the same way?

Source: Sidney Simon, Leland W. Howe, and Howard Kirschenbaum, *Values Clarification: A Handbook of Practical Strategies for Teachers and Students*. New York: Hart Publishing Company, Inc., 1972.

UNDERSTANDING HUMAN RELATIONS
UNIT I

ASSIGNMENT SHEET #10 — VALUES AUCTION

The values auction experience can be quite enjoyable and stimulating. The chief purpose of this experience is to help you "assess" your values. When you assess anything, you first have to become award of what you have. Then you decide what it is worth. The same is true in this values auction. So—you will be determining which values are influencing your life. These are values you have now. Then you will be making decisions as to how important these values are to you.

Another way to describe this values auction is that you will be refining and testing your values to see which matter most to you. Refining your values may mean making your values more specific rather than abstract or general. With specific values you can more readily make decisions, evaluate and change your life-style, resolve conflicts, and set goals.

Your teacher-coordinator will explain the values auction to you. Values are not just something you believe or have; they are something on which you act. You accomplish or achieve your values by the way you live and spend your life. Below are some examples of values.

VALUES	power	approval	travel	family	appearance
	love	health	knowledge	pleasure	security
	friendship	justice	recognition	wisdom	honesty

Before you begin the values auction, please complete the following sentence stems to indicate what you think your five values are right now.

1. I value _____
2. I value _____
3. I value _____
4. I value _____
5. I value _____

Adapted from James D. McHolland, 1976, 1987 *Human Potential Seminars: Basic Guide Workbook*. Reproduced by permission from The National Center for Human Potential Seminars and Services, 2527 Hastings Avenue, Evanston, IL 60201.

ASSIGNMENT SHEET #10

VALUES AUCTION

The items listed below are representative of the values that may influence your life. In this exercise, you will begin to clarify and reality-test your values.

	Amount I Budgeted	Highest Am't. I Bid	Top Bid Given
A satisfying and fulfilling marriage			
Freedom to do what you want			
A chance to direct the destinies of nations			
The love and admiration of friends			
Travel and tickets to any cultural or athletic event as often as you wish			
Complete self-confidence with a positive outlook on life			
A happy family relationship			
Recognition as the most attractive person in the world			
A long life free of illness			
A statisfying religious faith			
A month's vacation with nothing to do but enjoy yourself			
Lifetime financial security			
A lovely home in a beautiful setting			
A world without prejudice			
A chance to eliminate sickness and poverty			
International fame and popularity			
An understanding of the meaning of life			

ASSIGNMENT SHEET #10

	Amount I Budgeted	Highest Am't. I Bid	Top Bid Given
A world without graft, lying, or cheating	_____	_____	_____
Freedom within your work setting	_____	_____	_____
A really good love relationship	_____	_____	_____
Success in your chosen profession or vocation	_____	_____	_____

Compare the value areas you bought or on which you bid the highest with those top five values you wrote down before we began. Is there any similarity between the two sets of values? If so, where?

Consider the $5000 as representing your life. It is the total amount of time, energy, and strength that you have available for investing in your values. As you budgeted, you were engaged in a rational approach to your values. While participating in the auction, your emotions probably became involved in certain value items (real values). Thus, the second column is an emotional approach to your values. Look and listen to what your feelings and behavior during the auction said about your values.

How did you feel during the auction?

ASSIGNMENT SHEET #10

How did you feel when engaged in a real contest with someone over the same item?

Did you stick closely with the amount budgeted?

Did your emotions upset your rational plans and deprive you of other value areas later because your $5000 was gone?

Did you consistently stop short of getting a value item you wanted because you were reluctant to take a risk?

Did you bid on a bargain and spread yourself so thin that you ran out of resources later on a more valued item?

UNDERSTANDING HUMAN RELATIONS
UNIT I

ASSIGNMENT SHEET #11 — DEVELOP A PLAN FOR SELF-IMPROVEMENT

NAME _____ SCORE _____

1. Now that you have begun to analyze yourself, choose some way in which you want to change or to improve. It is one thing to want to do something; it is another thing to do something about it. You may decide to study more industriously or to do a better job in your work. You may decide to work on an emotional or a physical fitness problem. You may decide to diet. Whatever improvement you choose to work on, fill in one of the contracts on the following page. Write your name on the first line of the contract. Fill in the number of days in which the contract is to be in effect. On the line beginning BEHAVIOR write the one change you are going to work on. On the line beginning REWARDS list one or more activities you find most enjoyable to you which you will do when the contract is completed. Examples of enjoyable activities might include: purchasing an album or tape, going hunting or skiing, eating chocolate cake and ice cream, playing tennis, going to a basketball game, riding a bicycle, watching TV, sleeping. On the line beginning PENALTIES list one or more of the enjoyable activities you will give up if you do not live up to your contract.

2. Token Rewards — Another way of giving yourself rewards is by the token system. With this system you give yourself a check mark for each hour or day that you live up to your contract. Then you give yourself the reward when you have earned a certain number of check marks. No penalty is needed when you use the token reward system, but you will need a calendar or a progress chart on which to record the check marks you earn. With the token reward system you will fill in the contract in the same way, except that you list number of check marks you must accumulate in order to earn the reward.

3. This contract should be personal. Fill it out periodically, such as once a week or whenever you record your hours and pay in the classroom.

ASSIGNMENT SHEET #11

SELF-IMPROVEMENT CONTRACT

I, _____, do hereby enter into the following agreement with myself. I will perform the behavior stated below for a period of _____ days. In return, I will receive the rewards listed below.

BEHAVIOR _____
REWARDS _____

If I fail to live up to this contract, these penalties will take effect.

PENALTIES_____

_____
Signature

I, _____, do hereby enter into the following agreement with myself. I will perform the behavior stated below for a period of _____ days. In return, I will receive the rewards listed below.

BEHAVIOR _____
REWARDS _____

If I fail to live up to this contract, these penalties will take effect.

PENALTIES_____

_____
Signature

I, _____, do hereby enter into the following agreement with myself. I will perform the behavior stated below for a period of _____ days. In return, I will receive the rewards listed below.

BEHAVIOR _____
REWARDS _____

If I fail to live up to this contract, these penalties will take effect.

PENALTIES_____

_____
Signature

UNDERSTANDING HUMAN RELATIONS
UNIT I

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #10

VALUES AUCTION KEY

A satisfying and fulfilling marriage	(marriage)
Freedom to do what you want	(personal autonomy)
A chance to direct the destinies of nations	(power)
The love and admiration of friends	(love, friendship, approval)
Travel and tickets to any cultural or athletic event as often as you wish	(travel, pleasure, athletics, aesthetics)
Complete self-confidence with a positive outlook on life	(emotional well being)
A happy family relationship	(family)
Recognition as the most attractive person in the world	(appearance)
A life free of illness	(health)
A complete library for your private use	(knowledge)
A satisfying religious faith	(religion)
A month's vacation with nothing to do but enjoy yourself	(pleasure)
Lifetime financial security	(security)
A lovely home in a beautiful setting	(aesthetic, achievement)
A world without prejudice	(justice)
A chance to eliminate sickness and poverty	(altruism)
International fame and popularity	(recognition, approval)
An understanding of the meaning of life	(wisdom)
A world without graft, lying, or cheating	(honesty)
Freedom within your work setting	(work autonomy)
A really good love relationship	(love)
Success in your chosen profession or vocation	(vocational achievement)

UNDERSTANDING HUMAN RELATIONS
UNIT I

TEST

NAME _____ SCORE _____

1. Match the terms on the right to the correct definitions on the left by placing the appropriate numbers in the blanks provided.

_____a. To develop necessary qualities and traits to achieve in the world of work

_____b. Recognizing the worth of self and the worth of other people, their property, and opinions

_____c. All the physical, mental, and emotional characteristics that make up a whole person

_____d. To stimulate an interest in work through meeting needs and appealing to employee's interest

_____e. Getting along with people

_____f. How people feel about themselves

_____g. Atmosphere or feeling prevailing in a department or facility

1. Human Relations
2. Personality
3. Respect
4. Success
5. Self-concept
6. Morale
7. Motivate

2. Select from the list below reasons why relations usage and training are important by placing an "X" in the correct blanks.

_____a. There are less service occupations today

_____b. There are larger businesses today which require more group-oriented activities

_____c. Research proves that good human relations increase productivity

_____d. Businesses must treat all types of people equally

_____e. More formality is generall required in business because an authority structure exists

_____f. No more than ten to twenty percent of management duties are human relations skills

_____g. Ninety percent of all jobs lost are lost because of the inability to get along with people

_____h. Reaching one's goals often depends upon the ability to get along with others

_____i. Results in less absenteeism

TEST

3. Select from the following list keys to dealing with people. Write an "X" in the blank before each correct answer.

_____a. Be insensitive to each individual's feelings

_____b. Match each employee's needs to the job

_____c. Keep employees guessing about new employees

_____d. Utilize every opportunity to show employees what they are doing wrong

_____e. Show interest in employee's opinions and/or criticisms

_____f. Give each worker a bonus

_____g. Ignore employee's point of view; after all, you are the boss

_____h. Treat employees fairly and impartially

4. Select from the list below true statements about physical and emotional characteristics of personality. Place an "X" in the correct blank.

_____a. Physical characteristics are not important

_____b. Physical characteristics affect self-confidence

_____c. Physical characteristics must usually be accepted

_____d. Physical characteristics may often be altered

_____e. Reasons for emotions may be the opposite of what they appear

_____f. Emotions should be denied

_____g. Sometimes it is just necessary to release emotions in a destructive way

_____h. It is hypocritical to always be polite and friendly if you don't like someone

5. List the three sides of self.

a. _____

b. _____

c. _____

6. State the values of having self-respect or a good self-concept.

a. _____

b. _____

c. _____

TEST

7. List two reasons some people have little self-respect.

   a. _____

   b. _____

8. Select from the list below characteristics of people with little self-respect. Place an "X" in the correct blanks.

   _____a. Rebellious feelings

   _____b. Humbleness

   _____c. Quiet resentment which builds up until the person blasts back at others

   _____d. Self-centered

   _____e. Unselfish

   _____f. Withdrawing from others

   _____g. Anger at self

   _____h. Excessive drinking, drugs, and promiscuity

   _____i. Doing extreme things to gain popularity and attention

9. Name two ways to protect self-respect

   a. _____

   b. _____

10. List two ways to achieve self-control

    a. _____

    b. _____

11. Select from a list below ways to show respect for others by placing an "X" in the correct blanks.

    _____a. Show understanding and appreciation of other people's feelings

    _____b. Realize that other people's feelings make sense to them

    _____c. Be aware of what others are saying, disregarding their feelings

    _____d. Respond to emotions first

    _____e. Tell obnoxious people just what you think

TEST

_____f. Remember birthdays, special occasions, kindnesses shown, and troubled times with visits, cards, or some other kind of token

_____g. Help people feel at ease, important, and useful

_____h. Try to find something you can like in every person

_____i. Realize that every human being is not necessarily a worthy individual

_____j. Return borrowed items promptly to their correct places

_____k. Remember manner and common courtesies

12. Arrange in order of importance the categories of basic human needs. Write a "1" before the most basic human need, a "2" before the next most basic human need, and so on.

_____a. Ego or esteem needs

_____b. Social or belonging needs

_____c. Self-fulfillment needs

_____d. Basic physical needs

_____e. Safety or security needs

13. Select from the list below desirable characteristics of employees by plcing an "X" in the correct blank.

_____a. Positive attitude

_____b. Punctuality

_____c. Good attendance

_____d. Starting at the top

_____e. Honesty

_____f. Neat appearance

_____g. Smiling

_____h. Talking a lot

_____i. Jealousy

TEST

14. Match the descriptions of unpleasant co-workers on the right with ways to handle the human relations problem.

_____a. Politely but firmly refuse to listen to gossip by suddenly remembering something you have to do and politely dismissing yourself

_____b. Politely avoid complaining as much as possible because it is contagious; counteract complaints with cheerful, positive statements

_____c. Be casual; fail to react

_____d. Be pleasant and sympathetic, not taking the grumbling and griping personally; realize that there may be many reasons for crankiness, such as home life, financial problems, and dissatisfaction with himself/herself

_____e. Do not allow the co-worker who is not your supervisor to confuse you and cuase conflict by giving you orders; pay attention to details and follow directions as accurately as you can, if your supervisor or a person who influences your supervisor gives you instructions, criticism, or orders

1. Grouch
2. Bossy person
3. Complainer
4. Tattler
5. Wolf

15. List five techniques for motivating employees and promotin cooperation and teamwork.

a. _____

b. _____

c. _____

d. _____

e. _____

16. List two ways to overcome boredom on the job.

a. _____

b. _____

17. Arrange in order the steps in using time wisely. Place a "1" in front of the first step, a "2" in front of the second, and so on.

_____a. Arrange the list in priorities

_____b. Do not be discouraged if not all items are finished during the day

_____c. Do the tasks in the order on the lists

_____d. List things to be done during the day

TEST

18. List two things that motivate people.

    a. _____

    b. _____

19. List five factors that contribute to high morale.

    a. _____

    b. _____

    c. _____

    d. _____

    e. _____

UNDERSTANDING HUMAN RELATIONS
UNIT I

ANSWERS TO TEST

1. a. 4
   b. 3
   c. 2
   d. 7
   e. 1
   f. 5
   g. 6

2. b, c, d, e, g, h, i

3. b, e, h

4. b, c, d, e

5. a. Person you think you are
   b. Person others think you are
   c. Person you are

6. a. Makes it possible to work on self-improvement
   b. Makes it easier to respect others
   c. Is necessary before others can respect you

7. Any two of the following:

   a. We are so familiar with ourselves we tend to take ourselves for granted
   b. We tend to minimize what we accomplish
   c. We tend to believe others can reach heights we cannot
   d. We receive negative reinforcement all our lives

8. a, c, f, g, h, i

9. Any two of the following

   a. Communicate feelings to others without giving advice
   b. State plans without wining or threatening others
   c. Improve relations without putting yourself down

ANSWERS TO TEST

10. Any two of the following:

    a. Work a little longer when you are tired and want to stop working
    b. Do not allow small irritations and teasing to bother you much
    c. Avoid temptation to do or be what you don't want

11. a, b, d, f, g, h, j, k

12. a. 4
    b. 3
    c. 5
    d. 1
    e. 2

13. a, b, c, e, f, g

14. a. 4
    b. 3
    c. 5
    d. 1
    e. 2

15. Any five of the following

    a. Give liberal praise
    b. Practice active listening
    c. Encourage employees to exchange ideas and to work together
    d. Avoid arguments
    e. Clear misunderstanding immediately
    f. Set fair challenges
    g. Encourage each employee to offer opinions and suggestions for improving job and/or department

16. Any two of the following:

    a. Find things to do, always keeping busy
    b. Try to do things in a differnt but efficient way
    c. Look at the job or task objectively

17. a. 2
    b. 4
    c. 3
    d. 1

ANSWERS TO TEST

18. Any two of the following:

    a. Person's level of need
    b. Whatever gives the greatest reward
    c. Praise of the person's work and actions

19. Any five of the following:

    a. Pride in work
    b. Job satisfaction
    c. Adequate salary
    d. Good working conditions
    e. Fringe benefits
    f. Awareness of job responsibilities
    g. Advance notice of change
    h. Fair treatment
    i. Fair evaluation of job performance
    j. Appreciation for work done
    k. Participation in decision making

DEVELOPING ATTITUDES
UNIT II

UNIT OBJECTIVE

After completing this unit, the student should be able to develop a better understanding about self-identity and interests, establish a set of goals, and list and evaluate possible careers that relate to the student's goals and interests. This knowledge will be evidenced by completing assignment sheets and unit test with a minimum score of eighty-five percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with developing attitudes to their correct defintions.
2. State ways that attitudes are established.
3. State ways that attitudes are changed.
4. Select from a list guidelines for proper self-atittudes.
5. Select from a list proper behavior toward friends.
6. List acceptable attitudes toward minority groups and people who think or act differently
7. Select from a list performances that show good attitudes toward school or job.
8. List proper attitudes toward authority figures.
9. Select from a list benefits of setting goals.
10. List some personal goals.
11. Mark a check list describing yourself.
12. Develop a self-appraisal interest chart.
13. List and evaluate occupations related to personal interests.
14. Complete a self evaluation.
15. Determine how you get along with others.
16. Look at academic grades.
17. Compare school subjects to jobs.

OBJECTIVE SHEET

18. Analyze study habits.
19. Chart your goals.
20. Evaluate your attitude toward self.
21. Evaluate your attitude about friends and friendships.
22. Evaluate your attitude toward minority groups.
23. Evaluate your attitude toward school.
24. Evaluate your attitude toward work.
25. Evaluate your attitude toward authority figures.
26. Write an autobiography

DEVELOPING ATTITUDES
UNIT II

SUGGESTED ACTIVITIES

I. Unit contents

A. Objective sheet

B. Suggested activities

C. Information sheet

D. Assignment sheets

1. Assignment Sheet #1 — What's Ahead?
2. Assignment Sheet #2 — Self-Picture Check List-As You Are
3. Assignment Sheet #3 — Self-Picture Check List-As You Would Like To Be
4. Assignment Sheet #4 — Self-Appraisal Interest Chart
5. Assignment Sheet #5 — Occupations Related to Interests
6. Assignment Sheet #6 — Self-Evaluation
7. Assignment Sheet #7 — How You Get Along With Others
8. Assignment Sheet #8 — Looking At My Grades
9. Assignment Sheet #9 — School Subjects and Jobs
10. Assignment Sheet #10 — Analyzing My Study Habits
11. Assignment Sheet #11 — Charting My Goals
12. Assignment Sheet #12 — Evaluate Your Attitude Toward Yourself
13. Assignment Sheet #13 — Evaluate Your Attitudes About Friends and Friendships
14. Assignment Sheet #14 — Evaluate Your Attitudes Toward Minority Groups
15. Assignment Sheet #15 — Evaluate Your Attitudes Toward School
16. Assignment Sheet #16 — Evaluate Your Attitudes Toward Work
17. Assignment Sheet #17 — Evaluate Your Attitude Toward Authority Figures
18. Assignment Sheet #18 — Writing an Autobiography

SUGGESTED ACTIVITIES

E. Test

F. Answers to test

II. Instructor's Guide

A. Review unit and plan presentation

B. Order films to supplement unit.

(NOTE: These films are available on a free loan basis to Oklahoma teachers only. Oklahoma teachers may order these films from the Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1500 West Seventh Avenue, Stillwater, Oklahoma 74074. Out-of-State teachers must order from the addresses accompanying the films.)

1. *Just A Little Bit More Positive*. Color, 30 minutes, 1978. Available from Chatham Films, 1853 Zanibar Lane, Box 41158, Minneapolis, Minnesota 55447.

   (NOTE: Leans toward positive thinking. If you want to win bad enough you can, even if it means winning by the length of your nose or stretch of the neck. Bob Richards speaks of winning by using the Olympic Games as an example.)

2. *Nothin' But A Winner*. Color, 30 minutes, 1985. Available from United Training Media, 6633 W. Howard Street, Niles, IL 60648.

   (NOTE: College football's most successful builder of individual stars and winning teams is available to help you! In conversation with Dr. John Geier, Coach Bear Bryant tells you how he learned to win during four decades of championship competition.)

3. *Mimi*. Black and white, 13 minutes, 1972. Available from Billy Budd Films, 235 East 57th Street, New York, New York 10022.

   (NOTE: A moving film which tells the story of a young, physically disabled woman who expresses to the audience her feelings and attitudes on such topics as stereotypes, pity, frustration, fantasy vs. reality, and pychological barriers.)

4. *Your Job: You and Your Boss*. Color, 15 minutes, 1969. Available from Coronet Films, 65 E. South Water Street, Chicago, Illinois 60601.

   (NOTE: This film shows what bosses can expect of employees, how employees' attitudes toward authority in general tend to affect their attitudes toward thier bosses, and questions answered by bosses and experienced workers.)

5. *Emmett Smith Story*. Color, 24 minutes, 1981. Available from Brigham Young University, Jacob's House, Media Marketing, Provo, Utah 84602.

   (NOTE: Good film on goal setting and acheivement. Story of a coach with a brain tumor and a student confined to a wheelchair who overcome their weaknesses through hard work and determination.)

SUGGESTED ACTIVITIES

6. *The Best Is Yet To Be*. Color, 30 minutes, 1978. Available from Chatham Films, Inc., 1853 Zanzibar Lane, Box 41158, Minneapolis, Minnesota 55447.

   (NOTE: Demonstrates through the use of five Olympic champions how to set a goal, go for it, and win. Start a mental program, achieve the goals you set, and never give up. Interviews with such Olympic winners as Bruce Jenner and Nadia Commanechi.)

C. Provide students with unit, and discuss unit and specific objectives.

D. Introduce unit.

- Lead a discussion about attitudes and goals. What is an attitude? What are some common attitudes? Are attitudes good or bad? Can they be changed? How do attitudes affect the way we get along with other people? With ourselves? How do our attitudes affect our goals? Are goals important?

- Show the films, *Nothin' But A Winner* and *Just A Little Bit More Positive*. Discuss winning and attitudes.

E. Discuss information and assignment sheets.

1. Use Information Sheet, Section I, to review the terms and definitions associated with Developing Attitudes.

   - Have the students make a thoughtful list of some of their goals in life on Assignment Sheet #1. See how many of these goals require the student to have good attitudes and the ability to get along well with self and others.

2. Discuss the ways attitudes are established using Information Sheet, Section II. Have the students think of experiences, books, television shows, or parental attitudes that may have caused some of their attitudes.

   - Have the students complete Assignment Sheets #2 and #3. Instruct them to be as honest with themselves as possible.

   - Discuss the four questions at the end of Assignment Sheet #3 as a group.

3. Present the steps in changing an attitude using Information Sheet, Section III.

   - Ask studnets if they have ever tried any of these steps and what kind of results they obtained. Have students experiment with some of these suggestions for a day or a week and report the results to the class.

   - Assignment Sheets #4 and #5 will stimulate the students to think about how occupations relate to interests. Discuss the occupations the students listed in Assignment Sheet #5 and how they relate to interests in Assignment Sheet #4.

SUGGESTED ACTIVITIES

4. Present the guidelines for proper self-attitudes listed in Information Sheet, Section IV.

   - Suggest to the students that these self-attitudes are not always easy to maintain and they should think of them as goals to strive for.
   - Assignment Sheet #6 will give the students further insight into their health, interests, abilities, and personality characteristics and how this information relates to occupations. Have the oral discussion on occupations suggested at the end of this assignment sheet.
   - Have the students complete Assignment Sheet #7. The answers in this assignment sheet should remain confidential to enable the student to answer as honestly as possible.
   - Plan an individual career counseling session for each student with your school's guidance counselor.
   - Obtain an occupational cluster chart from the guidance counselor or library.

5. Discuss proper behavior toward friends, Information Sheet, Section V.

   - Discuss the answers to Assignment Sheet #8 as a group.
   - Use Assignment Sheet #9 to stimulate a discussion of attitudes toward friends.

6. Introduce the concept of minorities and have the class list several minority groups. Some examples in the United States are: Puerto Ricans, Vietnamese, Chinese, Blacks, mentally retarded, physically disabled, elderly, Jews, and Moslems.

   - Discuss acceptable attitudes toward minority groups found in Information Sheet, Section VI. Do the students know individuals from minority groups? Have they seen these attitudes violated? How would it feel to be discriminated against?
   - Have the students complete Assignment Sheet #10. Discuss these questions in class.
   - Show the film, *Mimi*. Discuss the issues raised by this physically disabled woman. How does this help you to look beyond the handicap and see the person inside?

7. Discuss the performances that show good attitudes toward school or job found in Information Sheet, Section VI.

   - Complete Assignment Sheet #11 and ask students to share any insights the exercise has given them.
   - Have the students work through Assignment Sheet #12, or do it as a group.
   - After the students complete Assignment #13, discuss the final question, "How may I improve my study habits?" as a group.

SUGGESTED ACTIVITIES

- Ask for voluntary discussion of the attitudes toward school covered in Assignment #14.

- Discuss the questions in Assignment #15 as a group. Relate the questions to success or failure on the job.

8. Present the proper attitudes toward authority figures in Information Sheet, Section VIII. Discuss some common negative attitudes toward authority for contrast. Some examples are fear, avoidance, distrust, and resentment.

   - Use Assignment Sheet #16 if the students are not adults. If they are adults, base a discussion on the assignment sheet, but substitute appropriate authority figures such as supervisor, policeman, or judge for teacher and parent.

   - Show the film *Your Job: You and Your Boss*.

9. Information Sheet, Section IX lists four benefits of setting goals. Lead the students in a discussion of how these benefits works. For example, *how* do goals give direction and purpose to actions?

   - Assignment Sheet #17 provides more guidance for charting goals than Assignment Sheet #1. Complete Assignment Sheet #17 and compare these goals with those in Assignment Sheet #1. Were the goals in Assignment Sheet #1 vague ideas, such as happiness, comfort, or peace? Are the goals in Assignment Sheet #17 more specific?

   - Show the films *Emmett Smith Story* and *The Best Is Yet To Be*.

10. Complete this unit by having the students write their autobiographies using the outline in Assignment Sheet #18.

    - This exercise can be enlightening and enjoyable for the student. Suggest that the students imagine they are writing this for a great-grandchild whom they will never know. This great-grandchild has a great desire to know everything possible about his/her ancestor.

F. Give test.

G. Critique test and discuss in class.

H. Reteach and retest as necessary.

III. Unit references

A. Goltry, M., ed. *Alike But Different*. New York: Learning Trends, A Division of Globe Book Company, 1974.

B. Mayer, Barbara. *The High School Survival Guide:An Insider's Guide to Success*. Skokie, Illinois: VGM Career Horizons, A Division of National Textbook Co., 1981.

DEVELOPING ATTITUDES
UNIT II

INFORMATION SHEET

I. Terms and definitions

A. Attitude — Feeling toward or about something

B. Authority figure — Person in power; one who gives commands or enforces orders, laws, or rules

EXAMPLES: Employer, teacher, supervisor, parent

C. Communication — Exchange of information and feelings

D. Degrading — Lowering in rank or status; punishing

E. Ethnic group — Race or group of people with similar customs

EXAMPLES: Indians, blacks, Spanish-Americans

F. Minority — Group of people smaller in number than and different from a larger, controlling group

EXAMPLES: Handicapped, certain ethnic and religious groups

G. Positive — Confident, certain

H. Prejudice — Pre-formed attitude; judgment or opinion formed before the facts are known

I. Punctuality — Being on time

II. Ways that attitudes are established

A. Experiences

B. Reading

C. Watching television

D. Adopting attitudes of parents and friends

III. Ways that attitudes are changed

(NOTE: Some people find it helpful to memorize these steps and to repeat and apply them when they face troublesome circumstances.)

A. Realize that you can change no one but yourself

(NOTE: Therefore, a person must adjust to problem situations or get out of the problem situation.)

INFORMATION SHEET

B. Smile

C. Say something pleasant once every hour

D. Change negative statements to positive statements

EXAMPLE: "We're never going to finish this" CAN BE CHANGED TO "If we work together, we can finish this"

E. Change a negative problem to a positive situation

(NOTE: If the previous steps have been followed, this step will be much easier.)

F. Keep a mental picture of the kind of person you want to be

IV. Guidelines for proper self-attitudes (Assignment Sheet #12)

A. Be positive; feel good about yourself

B. Be yourself

C. Maintain your self-respect

D. Avoid self-pity

E. Avoid making degrading remarks about yourself

V. Proper behavior toward friends (Assignment Sheet #13)

A. Loyalty

(NOTE: Do not talk about a friend behind his or her back.)

B. Helpfulness

C. Friendliness

(NOTE: You may be tempted to be a friend only when someone you like better is not around. A true friend's attitude does not change when another friend appears.)

D. Kindness

E. Dependability

VI. Acceptable attitudes toward minority groups and people who think or act differently (Assignment Sheet #14)

A. Open-mindedness

B. Acceptance

C. Recognition of their right to be different

INFORMATION SHEET

VII. Performances that show good attitudes toward school or job (Assignment Sheets #15 and #16)

A. Regular attendance

B. Punctuality

C. Self-application

EXAMPLE: Applying your knowledge to the job at hand

D. Alertness

E. Putting forth maximum effort

F. Good study or work habits

G. Honesty with time, tests, and money

H. Dependability

VIII. Proper attitudes toward authority figures (Assignment Sheet #17)

A. Respect

B. Friendliness

C. Acceptance

IX. Benefits of setting goals

(NOTE: Goals require perseverance and the ability to not become discouraged easily. It is recommended that short, intermediate, and long term goals be set.)

A. Give direction and purpose to actions

B. Let person know when he/she has achieved success

C. Help bring about desired conditions

(NOTE: Goals should be stated in specific terms.)

EXAMPLE: Winning a competitive event is a goal. Happiness is not the goal; it is the resulting condition of a specific goal.

D. Create self-confidence by allowing a person to experience a series of small successes

DEVELOPING ATTITUDES
UNIT II

ASSIGNMENT SHEET #1 — WHAT'S AHEAD

List some of your goals in life.

DEVELOPING ATTITUDES
UNIT II

ASSIGNMENT SHEET #2 — SELF-PICTURE CHECK LIST — AS YOU ARE

Directions: Place an "X" in the column which best describes yourself as you feel you are.

		Always	Usually	Sometimes	Never
1.	Honest				
2.	Happy				
3.	Friendly				
4.	Sad				
5.	Serious				
6.	Sensitive				
7.	Jealous				
8.	Popular				
9.	Shy				
10.	Clumsy				
11.	Show-off				
12.	Afraid				
13.	Kind				
14.	Modest				
15.	Proud				
16.	Lazy				
17.	Neat				
18.	Thrifty				
19.	Even-tempered				
20.	Dependable				
21.	Angry				
22.	Moody				
23.	Open-minded				
24.	Unreasonable				
25.	Demanding				

DEVELOPING ATTITUDES
UNIT II

ASSIGNMENT SHEET #3 — SELF-PICTURE CHECK LIST — AS YOU WOULD LIKE TO BE

1. Place an "X" in the column which best describes yourself as you would like to be.

		Always	Usually	Sometimes	Never
a.	Honest				
b.	Happy				
c.	Friendly				
d.	Sad				
e.	Serious				
f.	Sensitive				
g.	Jealous				
h.	Popular				
i.	Shy				
j.	Clumsy				
k.	Show-off				
l.	Afraid				
m.	Kind				
n.	Modest				
o.	Proud				
p.	Lazy				
q.	Neat				
r.	Thrifty				
s.	Even-tempered				
t.	Dependable				
u.	Angry				
v.	Moody				
w.	Open-minded				
x.	Unreasonable				
y.	Demanding				

ASSIGNMENT SHEET #3

2. Be prepared to discuss orally these questions concerning the two checklists just completed.

   a. How do the two lists differ?

   b. How are they alike?

   c. What can you do to become more like what you would like to b

   d. What personality traits are important to job success?

DEVELOPING ATTITUDES
UNIT II

ASSIGNMENT SHEET #4 — SELF—APPRAISAL INTEREST CHART

Directions: List below some of the activities which you like best and some you like least.

1. In school

   Subjects I like best:

   Subjects I like least:

2. Outside of school

3. Things I will do when I can do as I choose

4. Some things I have never done but would like to do

5. Some jobs I have held, either for pay or on a voluntary basis

   Things I liked about these jobs:

   Things I disliked about these jobs:

6. My hobbies

7. Activities I used to enjoy but no longer care for

8. Have your interests changed? Why?

DEVELOPING ATTITUDES
UNIT II

ASSIGNMENT SHEET #5 — OCCUPATIONS RELATED TO INTERESTS

NAME _____ SCORE _____

Directions: List occupations which might relate to each of the things in which you are interested as shown on Assignment Sheet #4. Be prepared to discuss your list in class.

DEVELOPING ATTITUDES
UNIT II

ASSIGNMENT SHEET #6 — SELF EVALUATION

1. Health

   a. Are you in good health?

   b. Do you have any physical, emotional, or other handicaps that may influence your career choice or job possibilities?

   c. Are there any working conditions which you must avoid for health reasons; i.e., dampness, extreme heat, travel, high elevation, etc.?

2. Interests

   a. What are your hobbies?

   b. What clubs do you enjoy?

   c. What clubs or groups have you joined that you did not enjoy?

   d. Do you like to read? List magazines or sections of magazines and newspapers that you like to read. List books that you have read for pleasure during the past year. Do these lists indicate anything about your interests?

   e. What are your favorite subjects in school?

   f. In what activities at school, at home, or in clubs have you participated? Which did you enjoy and which did you dislike?

   g. What kinds of contests or competitions have you entered?

   h. Do you spend most of your free time indoors or outdoors?

   i. In what kinds of activities have you shown the most ability?

   j. In what kinds of activities are you most interested?

3. Abilities

   a. In what subjects do you receive the best grades? In what courses have you received the poorest grades?

   b. Have you taken any psychological tests that indicated particular aptitudes?

   c. Has a teacher or school counselor ever told you that you have ability in some specific area?

ASSIGNMENT SHEET #6

d. Ask your parents, teachers, counselor, previous employer, and friends what they think your best aptitudes are and jot down the answers.

e. Have you ever been chosen to lead or participate in a special project, event, or activity?

f. Do you excel in any sports?

g. Do you have any special talents, such as music, art, or debate?

h. Have you won any contests, or have you had your work published or exhibited?

i. Do your friends frequently ask for your advice or help on a particular subject; i.e., car repairs, clothes, photography, cooking, etc.?

j. Have you learned any special skills such as typing, shorthand, or word processing?

k. Do you know how to operate a particular type of machinery such as a lathe, a presser, an electric drill, or a calculator? If the answer is "yes," give details.

4. Personality Characteristics

a. Do you get along well with others?

b. Do you make friends easily?

c. Do you prefer to work alone?

d. Are you good at leading others, or do you work better when duties are carefully laid out for you?

e. Do you enjoy addressing a group, or does being in the spotlight make you somewhat uneasy?

f. Are you nervous and restless?

g. Is it difficult to get you to do or finish your work?

h. Are you (most of the time) patient? dependable? easygoing?

i. Do you become deeply hurt when someone criticizes your efforts?

j. Do you have a good sense of humor? Can you take a little good natured teasing?

k. Are you a good sport? Can you lose gracefully without being bitter?

l. Can you take advice? Are you always giving it?

m. Do you worry a great deal? Can you relax?

n. Do you find it difficult to take supervision or accept authority?

ASSIGNMENT SHEET #6

o. Are you interested in other people and what they think?

p. How neat is your appearance?

q. Have you often been accused of being selfish or egotistical?

r. Are you able to assume responsibility?

s. Can you work under pressure without its affecting your work?

t. Are you prejudiced against any group? Would it be difficult for you to work with or for a member of this group?

u. What kind of person do you get along with best?

5. Be prepared to discuss orally the importance of these questions as they relate to any occupation you may choose.

DEVELOPING ATTITUDES
UNIT II

ASSIGNMENT SHEET #7 — EVALUATE YOUR ATTITUDE TOWARD YOURSELF

In this assignment sheet, there are no right or wrong answers. You are exploring your feelings toward yourself. You will not be asked to show your answers to anyone, so try to be as honest as possible.

A. Are your feelings about yourself good, bad, or neither good or bad? Why?

B. Will you feel the same way about yourself next week? Why?

C. What do you do that makes you feel good about yourself?

D. What do you do that makes you feel bad about yourself?

E. What do you consider your most important change over the past year? Why is it important?

ASSIGNMENT SHEET #7

F. At this point, is there anything keeping your from really liking yourself? If so, what?

G. If something is keeping your from really liking yourself, what are you doing to change the situation?

H. How well do you participate in class discussions regarding a subject with which you are familiar? Why?

I. Are you comfortable in some situations and not in others? Why?

J. List three situations in which you feel most comfortable.

K. List three situations in which you do not feel comfortable.

ASSIGNMENT SHEET #7

L. List steps you could take to make you feel more at ease in the uncomfortable situations you listed.

DEVELOPING ATTITUDES
UNIT II

ASSIGNMENT SHEET #8 — HOW YOU GET ALONG WITH OTHERS

NAME _____ SCORE _____

A successful person should know how to get along with others. By the results of this self test, you will see how you are doing. Check your answers.

1. You meet a person you immediately do not like. You would:
   a. Try to find a topic of conversation of common interest.
   b. Avoid the person.
   c. Try to put the person in his/her place.
2. You are offered a job for which you are not fitted. You would:
   a. Admit your inadequacy and offer to learn on the job.
   b. Refuse to try.
   c. Try to bluff through it.
3. When dealing with people, such as sales representatives or waitresses, you:
   a. Usually smile and say something pleasant.
   b. Are nice if they are plesant to you.
   c. Treat them impersonally.
4. You have been overcharged or undercharged in a business transaction. You would:
   a. Ask the person to recheck the bill.
   b. Pay the bill without saying anything.
   c. Tell the person he/she has cheated you.
5. When you meet a person who is handicapped, you:
   a. Treat the person as you would anyone else.
   b. Go out of your way to be especially nice.
   c. Try to avoid the person.

ASSIGNMENT SHEET #8

6. A friend has just bought an outfit which you think is unbecoming. He or she asks if you like it. You would say

   a. "Yes, I like the color. What would you think about changing the length of the pants?"

   b. "How's the weather today?"

   c. "It looks terrible."

7. You honestly feel that you

   a. Are interested in most people.

   b. Are only really comfortable with your own clique.

   c. Are bored by most people.

8. In a store you are in no hurry, but the person after you is rushed. You

   a. Suggest that the person go ahead of you.

   b. Make your selection because it is your turn.

   c. Take an extra long time just to calm him or her down.

9. When you meet people of different races or religions, you

   a. Consider them as human beings like yourself.

   b. Have a secret feeling of fear.

   c. Are convinced your way of life is superior.

10. After a picnic you find there is no trash basket. You would

   a. Take the papers, bottles, and food home with you.

   b. Try to hide the trash on the property.

   c. Leave it on the ground.

DEVELOPING ATTITUDES
UNIT II

ASSIGNMENT SHEET #9 — EVALUATE YOUR ATTITUDES ABOUT FRIENDS AND FRIENDSHIPS

In this assignment sheet, there are no right or wrong answers. You are exploring your feelings toward friends and friendship. You will not be asked to show your answers to anyone, so try to be honest as possible. You may want to volunteer your answers as a basis for class discussion.

A. Are true friends always kind? Explain your answers.

B. What qualities make a good friend?

C. What do you think holds friendship together?

D. How much will you go along with to hold on to friendship?

E. Do your good friends really understand you? Explain your answer.

ASSIGNMENT SHEET #9

F. Which is more important to you "What your friends think" or "What your family thinks?" Why?

DEVELOPING ATTITUDES
UNIT II

ASSIGNMENT SHEET #10 — EVALUATE YOUR ATTITUDES TOWARD MINORITY GROUPS

In this assignment sheet, there are no right or wrong answers. You are exploring your feelings toward minority groups. You will not be asked to show your answers to anyone, so try to be as honest as possible. You may want to volunteer your answers as a basis for class discussion.

A. Does every group of people or race have a right to exist? Why or why not?

B. What is your attitude toward a physically handicapped person?

C. What is your attitude toward a mentally handicapped person?

D. Do you think your attitude would be different if a mentally or physically handicapped person where a member of your family?

ASSIGNMENT SHEET #10

E. Name three important people who are black, Indian, or from other ethnic groups. Write a brief paragraph about each person; tell what they have contributed to our society

(NOTE: To complete this portion of the assignment sheet, you will need to use encyclopedias or other reference books or magazines available in your home or school library.)

DEVELOPING ATTITUDES
UNIT II

ASSIGNMENT SHEET #11 — LOOKING AT MY GRADES

The purpose of this check sheet is to help you think about:

What your grades tell you about yourself.
How much of your true effort your grades show.
What your grades show your strength to be.

1. The highest grades I received last year were in:

2. What do these grades tell you about how hard you tried in these classes?

3. In which subject did you work the hardest?

4. What do your grades tell you about your ability to memorize things?

5. How did your grades measure your study habits?

6. How did your reading skill affect your grades?

7. In which subjects do you get the highest grades?

8. In which subjects do you get the lowest grades?

9. In which subjects do you have the most interest?

DEVELOPING ATTITUDES
UNIT II

ASSIGNMENT SHEET #12 — SCHOOL SUBJECTS AND JOBS

NAME _____ SCORE _____

	Speech	English	Writing	Math	Science	Social Studies	Art	Music	Other
Carpenter									
Sales Person									
Mechanic									
Waitress									
(Fill in the job)									

On the last line, fill in a job of your choice.

Make code entries on chart.

Code:		
	E — Essential	Subject matter is absolutely necessary for success in the job or for the completion of educational requirements for the job.
	I — Important	The subject matter is important to success on the job, although it may not always be an absolute requirement.
	U — Useful	The subject is very useful for the job and is usually directly related.
	S — Somewhat Useful	The subject is somewhat useful for the job.

Are you taking or planning to take the school subjects needed for the occupation you plan to enter?

DEVELOPING ATTITUDES
UNIT II

ASSIGNMENT SHEET #13 — ANALYZING MY STUDY HABITS

NAME _____ SCORE _____

Study Habits

		Yes	Sometimes	No
1.	Do I know the assignment exactly?			
2.	Do I keep an assignment notebook?			
3.	Do I have definite hours set aside for study?			
4.	Do I have a definite place at home set aside for study?			
5.	Do I have trouble getting started?			
6.	Do I make notes of the important points in the assigned material as I study?			
7.	Do I review my lesson briefly before going to class?			
8.	Do I complete assignments on time?			
9.	Do I collect the necessary materials before I begin to study?			
10.	Do I find myself daydreaming while I study?			
11.	Do I waste time?			
12.	Do I check over major topical headings before reading the material that follows?			
13.	Do I recall main points as I study?			
14.	Do I have confidence in my ability to master the subject matter?			

How may I improve my study habits?

DEVELOPING ATTITUDES
UNIT II

ASSIGNMENT SHEET #14 — EVALUATE YOUR ATTITUDE TOWARD SCHOOL

NAME _____ SCORE _____

In this assignment sheet, there are no right or wrong answers. You are exploring your feelings toward school. You will not be asked to show your answers to anyone, so try to be as honest as possible. You may want to volunteer your answers as a basis for class discussion.

A. Would you rate your attitude toward school as positive or as negative? Why?

_____

_____

_____

B. What specific things do you dislike about school?

_____

_____

_____

C. Is there anything reasonable you can do about the things you dislike? If so, what?

_____

_____

_____

D. Are your goals for achieving good grades too high or too low? Why?

_____

_____

_____

E. Do you get more pressure about grades from yourself, your friends, or your parents?

_____

_____

_____

ASSIGNMENT SHEET #14

F. Why should you be honest when taking tests?

G. Why is copying someone else's test answers and assignments pointless and wrong?

H. Are regular attendance and being on time important to you? Why or why not?

I. Do you think your attitude about school will affect your attitude about working on a job? Why or why not?

DEVELOPING ATTITUDES
UNIT II

ASSIGNMENT SHEET #15 — EVALUATE YOUR ATTITUDE TOWARD WORK

NAME _____ SCORE _____

In this assignment sheet, there are no right or wrong answers. You are exploring your feelings toward work. You will not be asked to show your answers to anyone, so try to be as honest as possible. You may want to volunteer your answers as the basis of class discussion.

A. Do you think that adults who spend most of their lives working are foolish? Why or why not?

_____

_____

_____

B. Should you put pride and effort into your work? Why?

_____

_____

_____

C. What would happen to your employer's place of business if every employee he or she had were like you?

_____

_____

_____

D. How important is it to be present and on time? Why?

_____

_____

_____

E. If you could find only a low-paying job, would you take it or do nothing? Why?

_____

_____

_____

ASSIGNMENT SHEET #15

F. Would you rather have a high-paying, boring job or a low-paying, interesting job? Why?

G. Should you do things on the job that you are not paid for? Why or why not?

H. Do you think that volunteer work is important to teenagers? Why or why not?

DEVELOPING ATTITUDES
UNIT II

ASSIGNMENT SHEET #16 — EVALUATE YOUR ATTITUDE TOWARD AUTHORITY FIGURES

In this assignment sheet, there are no right or wrong answers. You are exploring your feelings toward authority figures (parents, teachers, supervisors). You will not be asked to show your answers to anyone, so try to be as honest as possible. You may want to volunteer your answers as the basis for class discussion.

A. Do you try to know your teachers, supervisors, or parents as individuals? Explain.

B. Can you communicate with adults? If not, what would give you more courage to talk to them?

C. What makes a good teacher?

D. How can you help your teachers have better classes?

ASSIGNMENT SHEET #16

E. What would help you get along well with teachers?

F. What makes a good supervisor?

G. What would help you get along well with supervisors?

H. Do you say "hello" or "good morning" to adults? Why or why not?

I. Do you understand your parents' needs, and do you respect their feelings? Why or why not?

ASSIGNMENT SHEET #16

J. How honest are you with your parents? Explain?

K. Will your home be different when you are the head of the house? How?

DEVELOPING ATTITUDES
UNIT II

ASSIGNMENT SHEET #17 — CHART MY GOALS

NAME _____ SCORE _____

1. These may be tentative or definite. Underline those you think of as definite.

Goals	Education	Vocational	Interests & Hobbies	Others (Home life, spiritual, social, etc.)
Immediate (Today, this week, or this month)				
Intermediate (This semester or this year)				
Long Range Next year				
Two Years				
Five Years				
Ten Years				

2. Think about the goals in the chart above and how they fit together. Try to select the goal that seems most important to you now and work it out in more detail by completing the following statements.

   a. One big goal that I really want to accomplish is

   b. Here is how I am going to make progress toward this goal

   c. My deadline to turn this plan into reality is

ASSIGNMENT SHEET #17

d. Here are abilities and skills that I have that will help me to achieve this goal

e. I have detailed knowledge of the following subjects that will help me reach my goal

f. Here are areas in which I need more information, help, skill, and knowledge

g. Here are places to go and people to see for gaining knowledge, acquiring information, and mastering skills

h. Here is the first step I am going to take (this week!)

i. My next three main steps will be as follows:

1)

2)

3)

j. My deadline for completing these three steps is

DEVELOPING ATTITUDES
UNIT II

ASSIGNMENT SHEET #18 — WRITING AN AUTOBIOGRAPHY

NAME _____ SCORE _____

Directions: On seperate paper, write your autobiography. Use this outline to guide you. Use complete sentences, and be neat with your work.

I. Early life
   A. Where and when born
   B. Earliest remembrances
   C. Early experiences

II. Family
   A. Size of family
   B. Number of brothers and sisters
   C. Favorite family pastime

III. Friends
   A. Who they are
   B. Things we do together

IV. School experiences
   A. Early school life (1 through 5)
   B. Recent school experience (5 through)

V. Likes and dislikes
   A. Likes
   B. Dislikes

VI. Goals for the future
   A. Educational
   B. Occupational
   C. Other

DEVELOPING ATTITUDES
UNIT II

TEST

NAME _____ SCORE _____

1. Match terms in this unit to their correct definitions. Write the correct numbers in the blanks.

_____a.	Group of people smaller in number than and different from a larger, controlling group	1. Attitude
_____b.	Confident, certain	2. Communication
_____c.	Feeling toward or about something	3. Positive
_____d.	Race or group of people with similar customs	4. Punctuality
_____e.	Being on time	5. Minority
_____f.	Exchange of information and feelings	6. Ethnic group
_____g.	Lowering in rank or status; punishing	7. Authority figure
_____h.	Pre-formed attitude; judgment or opinion formed before the facts are known	8. Degrading
_____i.	Person in power; one who gives commands or enforces orders, laws, or rules	9. Prejudice

2. State ways that attitudes are established.

a. _____

b. _____

c. _____

d. _____

3. State ways that attitudes are changed.

a. _____

b. _____

c. _____

d. _____

e. _____

TEST

4. Select from the following list guidelines for proper self-attitudes. Write an "X" in the blank before each correct answer.

_____a. Be positive; feel good about yourself

_____b. Try to act just like someone else

_____c. Be yourself

_____d. Maintain your self-respect

_____e. When you make a mistake, tell everyone how stupid you are

_____f. Avoid self-pity

_____g. Avoid making degrading remarks about yourself

5. Select from the following list proper behavior toward friends. Write an "X" in the blank before each correct answer.

_____a. Loyalty

_____b. Helpfulness

_____c. Friendliness

_____d. Kindness

_____e. Dependability

_____f. Snobbishness

_____g. Prejudice

_____h. Jealousy

6. List acceptable attitudes toward minority groups and people who think or act differently.

a. _____

b. _____

c. _____

TEST

7. Select from the following list performances that show good attitudes toward school or job. Write an "X" in the blank before each correct answer.

_____a. Lateness

_____a. Regular attendance

_____a. Punctuality

_____a. Doing no more than you have to

_____a. Good study or work habits

_____a. Self-application

_____a. Alertness

_____a. Wasting time

_____a. Dependability

_____a. Putting forth maximum effort

_____a. Honesty with time, tests, and money

8. List proper attitudes toward authority figures.

a. _____

b. _____

c. _____

9. Select from the following list benefits of setting goals. Write an "X" in the blank before each correct answer.

_____a. Give direction and purpose to actions

_____a. Create self-confidence by allowing a person to experience a series of small successes

_____a. Make you unable to change jobs

_____a. Help bring about desired conditions

_____a. Make you automatically rich and famous

_____a. Let person know when he/she has achieved success

DEVELOPING ATTITUDES
UNIT II

ANSWERS TO TEST

1. a. 5 d. 6 g. 8
   b. 3 e. 4 h. 9
   c. 1 f. 2 i. 7

2. a. Experiences
   b. Reading
   c. Watching television
   d. Adopting attitudes of parents and friends

3. a. Realize that you can change no one but yourself
   b. Smile
   c. Say something pleasant once every hour
   d. Change negative statements to positive statements
   e. Change a negative problem to a positive situation
   f. Keep a mental picture of the kind of person you want to be

4. a, c, d, f, g

5. a, b, c, d, e

6. a. Open-mindedness
   b. Acceptance
   c. Recognition of their right to be different

7. b, c, e, f, g, i, j, k

8. a. Respect
   b. Friendliness
   c. Acceptance

9. a, b, d, f

COPING SKILLS
UNIT III

UNIT OBJECTIVE

After completion of this unit the student should be better able to cope with problems. The student should understand defense mechanisms, the better ways to make adjustments, the benefits of setting goals, and should be able to arrange in order the steps to problem solving. This knowledge will be evidenced by completing the assignment sheets and unit test with a minimum score of eighty-five percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Define the term *defense mechanism*.
2. List kinds of defense mechanisms.
3. List situations in which most people must make adjustments.
4. List the better ways to make adjustments.
5. List the benefits of setting goals.
6. Arrange in order the steps to problem solving.
7. Determine personal maturity in coping with problems.
8. Make a plan to overcome fears.
9. Identify which defense mechanisms are used in a list of situations.
10. Determine personal maturity in coping with problems.
11. Make a plan to overcome fears.

COPING SKILLS
UNIT III

SUGGESTED ACTIVITIES

I. Unit contents

A. Objective sheet

B. Suggested activities

1. Supplements

a. Supplement #1 — Problem Solving

b. Supplement #2 — Creative Visualization

2. Transparency masters

a. TM #1 — Defense Mechanisms

b. TM #2 — Determination

c. TM #3 — To Handle a Problem. . .

C. Information sheet

D. Assignment sheets

1. Assignment Sheet #1 — Discover Defense Mechanisms

2. Assignment Sheet #2 — Determine Personal Maturity in Coping with Problems

3. Assignment Sheet #3 — Make a Plan to Overcome Fears

E. Answers to assignment sheets

F. Test

G. Answers to test

II. Instructor's guide

A. Review unit and plan presentation

B. Order films to supplement unit.

(NOTE: These films are available on a free-loan basis to Oklahoma teachers only. Oklahoma teachers may order these films from the Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1500 West Seventh Avenue, Stillwater, Oklahoma 74074. Out-of-state teachers must order from addresses accompanying the films.)

SUGGESTED ACTIVITIES

1. *Rosey Grier: Courage To Be Me*. Color, 23 minutes, 1978. Available from Churchill Films, 622 North Robertson Boulevard, Los Angeles, California 90069.

   (NOTE: Rosey Grier overcame shyness, rejection, and failures with the attitude that "it's your life—you can be the person you really want to be.")

2. *You Pack Your Own Chute*. Color, 30 minutes, 1972. Available from Ramic Films, 4910 Birch, Newport Beach, California 92660.

C. Provide students with information and assignment sheets.

D. Discuss unit and specific objectives.

E. Introduce unit.

- Enter into a discussion about problems. Everyone has problems. Some problems are small and can be solved easily. Other problems require great effort to solve. Have the class think of examples of each kind. Discuss solutions for some of the problems the class has mentioned.

F. Discuss information and assignment sheets.

1. Define the term *defense mechanism* using Information Sheet, Section I.

2. Discuss each defense mechanism listed in Information Sheet, Section II.

   - Highlight the third defense mechanism (*acting childish*) with TM #1 (*Defense Mechanisms*).

   - Have the students think of examples of defense mechanisms they have used or have seen other people use.

3. Discuss the situations in which most people must make adjustments listed in Information Sheet, Section III.

   - Have the students think of other situations to add to the list.

4. Use Information Sheet, Section IV to discuss better ways to make adjustments.

   - Use TM #2 (*Determination*) to stimulate the students to think about and discuss Lincoln's determination to succeed in spite of many failures and problems along the way. Can they think of other public figures or people they know who have a lot of determination?

   - Show the film, *Rosey Grier: Courage To Be Me*.

   - Have the students assess their personal maturity using Assignment Sheet #2. Encourage them to be as honest as possile and do not force them to reveal their answers.

5. Review the benefits of setting goals found in Information Sheet, Section V.

SUGGESTED ACTIVITIES

6. Discuss the steps in problem solving listed in Information Sheet, Section VI.

   - Use TM #3 (*To Handle a Problem . . .*) tc emphasize the steps in problem solving.
   - Use Supplement #1 (*Problem Solving*) to work through the steps in solving a problem. Have the students suggest other problems you could work through as a group.
   - Have the students complete Assignment Sheet #3 (*Make A Plan to Overcome Fears*). Discuss Part A (Sara's Problem) as a group. Have the group separate into groups of two (dyads, as in Unit I) to discuss Part B (their own fears). The students can offer suggestions to each other about ways they can overcome their fears.

7. Use Supplement Sheet #2 (Creative Visualization) to introduce the concept of creative visualization.

   - Guide the students through a creative visualization using the visualization on this sheet as an example. You may wish to change the assignment sheet to meet the needs of your group.
   - Have the students make up a visualization to help themselves cope with one of their problems.

8. Complete this unit by showing the film, *You Pack Your Own Chute*. Discuss the film.

G. Give test.

H. Critique test and discuss in class.

I. Reteach and retest as necessary.

III. Unit references

A. Cousins, Norman. *Anatomy of an Illness*. New York: W.W. Norton & Company, 1979.

B. Foster, Charles R. *Psychology for Life Today*. Chicago: American Technical Society, 1973.

C. Nelson, Frank W. *Distributive Education II Course of Study*. Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1976.

D. Whitmer, R. William. *Whitmer's Guide To Total Wellness Visualization Techniques for a Better, Healthier, and Longer Life*. Garden City, New York: Doubleday & Company, Inc., 1982.

Defense Mechanisms

Acting Childish is Generally Ineffective
in Solving Problems

Determination

Finally.....Success

Failed in Business, 1831
Defeated in Legislature, 1832
Again Failed in Business, 1833

Elected to Legislature, 1834

Nervous Breakdown, 1836
Defeated for Speaker, 1838
Defeated for Elector, 1840
Defeated for Congress, 1843

Elected to Congress, 1846

Defeated for Congress, 1848
Defeated for Senate, 1855
Defeated for Vice-President, 1856
Defeated for Senate, 1858

Elected President of United States, 1860

Lincoln's Record

TM 2

SHR-153

To Handle a Problem...

1. RECOGNIZE THE PROBLEM
2. GET THE FACTS
3. WEIGH THE FACTS
4. DETERMINE THE OBJECTIVE
5. MAKE A DECISION
6. TAKE ACTION
7. CHECK RESULTS

COPING SKILLS
UNIT III

SUPPLEMENT #1 — PROBLEM SOLVING

This supplement Sheet presents a problem and works through its solution using the steps to problem solving found in Information Sheet, Section VI and TM #3.

THE PROBLEM

Your parents are in their late 60s,and both are in very poor health. Your father is confined to a wheel chair with severe arthritis. Your mother has emphysema and needs oxygen most of the time. They are still in their own home but,now your mother has injured her back and must be hospitalized. The doctor says she will need long-term care after she is released from the hospital.

You live in another state,and your parents do not want to leave their home area to come live with you. You have two brothers. One is always in and out of trouble and cannot take care of himself much less accept any responsibility for your parents. Your other brother is already showing signs of developing arthritis and is straining to keep up with the needs of his wife and four children. He may be able to help financially, but cannot keep your parents in his home. You are financially comfortable.

Your parents own their home. Your father has a good pension and Social Security; they have some investments.

A. **Recognize the problem:** Your parents can no longer care for themselves.

B. **Get the facts:**

1. They cannot live with you or your brothers.
2. There is enough money to care for them.
3. They prefer to stay in their own home.
4. Private nurses and household help are available in their area.
5. There are several nursing homes in their area.

C. **Weigh the facts:**

1. You do not live close enough to supervise the nurses and household help that your parents would need to stay at home.
2. You have heard there is a lot of turnover in household help and private nurses and you see this as a problem.
3. Nursing homes do not always give good care to their patients; however, you have learned of an excellent nursing home in your parents' area.

SUPPLEMENT #1

D. **Determine the objective:** To provide the best possible care for your parents and to keep them happy.

E. **Make a decision**: You decide that the good nursing home is the best alternative because neither of your brothers will supervise home care and you live too far away to do it yourself. You hope that your parents will accept the necessity of moving to the nursing home.

F. **Take action:**

1. Discuss the situation with your parents. They agree that this is the best choice under the circumstances.
2. Make arrangements with the nursing home.
3. Help your parents pack the things they need.
4. Transport them to the nursing home and settle them in their rooms.

G. **Check results:**

1. Keep close touch with your parents by telephone to make sure they are getting good care.
2. Monitor their care yourself when you visit.

COPING SKILLS
UNIT III

SUPPLEMENT #2 — CREATIVE VISUALIZATION

In recent years the powerful connection between mind and body has received much attention.

In his book, *Anatomy of An Illness*, Norman Cousins tells how he recovered from a usually fatal collagen (connective tissue) disease. He used faith, hope, love, massive doses of Vitamin C, and, most of all, laughter.

Although every bone and joint in his body hurt, he decided it was very important to be in a happy state of mind. He watched old Marx Brothers films and films of the television show *Candid Camera* and found that ten minutes of real laughter gave him two hours of pain-free sleep. Although the odds were 500-1 against it, Norman Cousins recovered from this disease.

Dr. O. Carl Simonton introduced the concept of visualization as he investigated the use of thought processes to help cancer patients. He had his patients sit quietly and visualize in great detail their white blood cells killing the cancer cells and carrying them away. Many of these patients became well.

The technique of creative visualization is now used to build self-confidence and to work with other problems including bad habits (smoking, overeating), stress, and fears.

The following visualization might be useful for overweight.

Get in a comfortable position. Relax all the tense muscles in your face, neck, and shoulders. It is best to close your eyes. In your mind, feel yourself as you are now. Feel your thighs, your hips, your stomach, the extra chin. Now imagine that you stand up and walk toward a golden staircase. Climb the staircase slowly, and begin to feel the muscles in your problem areas, and notice that you feel thinner with each step. When you reach the top, notice that you are at your ideal weight. Feel how firm and flat your stomach is; notice the smooth line from your chin to your neck. Notice what you are wearing. Perhaps a gentle breeze is blowing, and there is the faint fragrance of spring flowers in the air. You feel wonderful. You move easily. You can run and jump; when you sit down, you can cross your legs easily.

Hold this clear picture of yourself at your ideal weight in your mind as you work to achieve your goal.

A negative visualization might be used to avoid your favorite food. Picture worms crawling in the food, or imagine the food as spoiled. Smell the bad smells; feel the slipperiness. Whenever you are tempted to eat this food, recall the negative image.

Or use visualization to cope with a negative feeling such as anger. Imagine this anger as a small, glowing ball suspended in front of you. What color is it? Now it is getting larger and larger until it fills your field of vision and you can see nothing else. Then slowly it begins to shrink back to its original size. Now it drifts away from you, further and further until it is a speck in the distance and, finally, too small to see.

Do you feel less angry now than when you began this exercise?

COPING SKILLS
UNIT III

INFORMATION SHEET

I. Defense mechanism — Behavior used to cope with difficulties

(NOTE: Some of the ways to overcome problems may be useful; some may become harmful. Understanding defense mechanisms helps people to better understand other people as well as themselves.)

II. Kinds of defense mechanisms (Assignment Sheet #1)

(NOTE: These mechanisms may be done consciously or unconsciously. They are not necessarily good or bad. However, an awareness of these mechanisms helps us to place responsibility where it belongs, to put our energies to more constructive use, and to adjust to uncomfortable situations.)

A. Giving up too easily ("sour grapes," rationalization)

EXAMPLES: "I didn't want that anyway"

"I decided that I wouldn't work there if they paid me twice the money"

"I can't do all the work they expect me to do"

"I'd stop smoking but then I'd gain weight"

"Welfare recipients who do not try to better their living conditions should. . .

"Students who resist teacher's help. . .

(NOTE: Persons may feel threatened when suggestions are made to change well-developed excuses.)

B. Blaming someone or something else

(NOTE: The excuses may be partly right, but the person could have prevented the excuse by being more careful.)

EXAMPLE: The person who has a new excuse every day for being late

"I couldn't do my assignment because the books were out of the library," when he/she did not go to the library until the last minute

"The teacher didn't explain it right," when the person did not ask questions

INFORMATION SHEET

C. Acting childish

(NOTE: This may make a person feel better for awhile but does nothing to solve the problems.)

EXAMPLES: Crying, pouting

D. Doing something else when a goal or activity failed

(NOTE: The person may substitute a lower or higher goal or activity for the ones that failed.)

EXAMPLES: Playing tennis to relieve feelings of frustration and anger

Person unable to become a professional actress becomes an excellent speech teacher, participates in the local community theatre, and directs plays for the church

E. Taking out feelings on another person, group, or thing

(NOTE: A person may develop guilty feelings which makes his/her behavior even worse.)

EXAMPLES: Nurse assistant who does not get along well with her/his supervisor and takes it out on the patients

Person who beats his/her dog because things have not gone well

Blaming whole groups, such as Jews, Blacks, Indians, Mexicans, or Caucasians, for problems in society

F. Daydreaming about being like someone whose traits you admire

(NOTE: This could be useful if not used excessively to the point that the person begins to live in a fantasy world or if the person does not become disillusioned when he/she learns that his/her idol has human faults also. Psychologists say that every young person needs a good person with whom to identify, such as a mother, father, teacher, minister president, business person, or athlete.)

EXAMPLES: Practicing a speech similar to the style of some speaker you admire

Linking oneself to a successful football team, vocational student organization, employer, older brother or sister

Deciding to enter a school or career because you like someone in that school or occupation

INFORMATION SHEET

G. Consciously forcing yourself not to think about unpleasant things

EXAMPLES: "I don't want to talk about it"

H. Developing a personality trait or physical ability to overcome a real or imagined deficiency

EXAMPLES: Person who once had polio works to become a great athlete

An insecure person who talks big

A person who feels inferior in athletics develops exceptional skill in mathematics

I. Expressing emotions as a physical symptom

EXAMPLE: Student is worried about a test or work and develops a headache

J. Covering up real problems

EXAMPLES: A mother feels insecure or rejected and does not allow her child any freedom. She loves her child, but she is not aware of how her personal needs are affecting her actions toward the child. She would vigorously argue that she is not overprotective.

A girl who feels insecure may be very jealous and cling to her boyfriend

K. Transferring emotions to another person

EXAMPLES: Someone reminds you of someone you like or dislike so you automatically like or dislike the new acquaintance

An elderly person treats a student like their own child or grandchild

III. Situations in which most people must make adjustments

(NOTE: This list is not intended to be inclusive.)

A. Meeting and getting along with members of the opposite sex

B. Getting along with members of the family

C. Getting along with the principal and the teachers

D. Getting along with classmates, working companions, and neighbors

E. Working out the problem of what to do with one's money

INFORMATION SHEET

F. Deciding what kind of job or vocation to take up, getting ready for it, and finding a job for which one is ready

G. Making progress in a job

H. Making decisions about religious faiths and political beliefs and adjusting one's own beliefs to those which other people hold

I. Getting assignments done satisfactorily in school or on the job, especially when difficulties arise

J. Facing examinations and learning how to adjust to passing or failing them

K. Making decisions about joining clubs or organizations

L. Deciding what to do and "facing the issue" when friends want you to do one thing and parents another

M. Figuring out what to do about moral and ethical problems involving honesty, fair play, promises, and confidences

N. Deciding what clothes to get, when to wear them, and how to wear them

O. Making choices about how to spend leisure time

P. Adjusting to serious happenings in life, such as the loss of family or friends through death, accident, or other causes

Q. Managing oneself and one's feelings when obliged to be separated from home and friends

EXAMPLE: Moving to another town

R. Meeting and getting along with people who are either older or younger than oneself

S. Making decisions about more education for self-improvement

T. Making decisions about a change of job

IV. Better ways to make adjustments

A. Choose realistic and obtainable goals

B. Follow steps to problem solving

C. Work to meet basic human needs

INFORMATION SHEET

D. Set priorities

E. Develop determination (Transparency 2)

(NOTE: A person who is taking a long automobile trip does not give up because of a flat tire. In the same way, a person needs to have conviction or commitment to a worthwhile goal and not lose sight of the end product when circumstances interfere with goal.)

EXAMPLE: A patient who has the will to get well stands a better chance of recovery than the patient who gives up

V. Benefits of setting goals

(NOTE: Goal setting is so important that we repeat it here. It was first discussed in Unit II, Information Sheet IX and Assignment Sheet #1.)

(NOTE: Goals require perseverance and the ability to not become discouraged easily. It is recommended that short, intermediate, and long term goals be set.)

A. Give direction and purpose to actions

B. Let person know when success is achieved

C. Help bring about desired conditions

(NOTE: Goals should be stated in specific terms)

EXAMPLE: Winning a competitive event is a goal. Happiness is not the goal; it is the resulting condition of a specific goal

D. Create self-confidence by allowing a person to experience a series of small successes

VI. Steps in problem solving (Transparency 3)

A. Recognize the problem

(NOTE: The real problem may not be what it first appears to be.)

B. Get the facts

(NOTE: Do not eliminate any possible solution without first thinking about it thoroughly, regardless of how ridiculous it may sound.)

C. Weigh the facts

D. Determine the objective

INFORMATION SHEET

E. Make a decision

(NOTE: Some people find it helpful to list the facts or alternatives on a sheet of paper in their order of importance to the individual. They also list the pros and cons to each alternative and gradually narrow down alternatives until an answer is determined.)

F. Take action

G. Check results

COPING SKILLS
UNIT III

ASSIGNMENT SHEET #1 — DISCOVER DEFENSE MECHANISMS

Label the following situations and quotations according to the dominant kind of defense mechanism being used by placing the appropriate numbers in the blanks provided.

_____a. "Only the socialites belong to the speech club, so I don't really want to join it"

_____b. Getting drunk because you had a fight with your girlfriend

_____c. Mother feels that housekeeping has become too routine and, thus, takes out her frustrations on her husband and children

_____d. "I can't get a date because I'm too tall"

_____e. "I can't ask her out because I'm shorter than she is"

_____f. A person gets in trouble and yells at the next person that gets in his/her way

_____g. A person gets "nervous" and eats a lot after a disappointment

_____h. "I couldn't come to the meeting because my car wouldn't start"

_____i. A fragile boy imagining that he stopped a gang of crooks by himself

_____j. "I don't want to talk about it"

_____k. Cheating on the second test because you failed the first one

_____l. Compulsive gambler

_____m. Beating fist against the wall

_____n. A girl with a weight problem who became Miss America

1. Giving up too easily ("sour grapes," rationalization)
2. Blaming someone or something else
3. Acting childish
4. Doing something else when a goal or activity failed
5. Taking out feelings on another person, group, or thing
6. Daydreaming about being like someone whose traits you admire
7. Consciously forcing yourself not to think about unpleasant things
8. Developing a personality trait or physical ability to overcome a real or imagined deficiency
9. Expressing emotions as a physical symptom

ASSIGNMENT SHEET #1

_____o. "I really didn't want to be cheerleader anyway. It would take too much time."

_____p. "I can't do that, I'm not as smart as they are"

_____q. "I'd like to be like my oldest brother"

_____r. "I'm a minority, poor, and from a broken home"

_____s. "I have an upset stomach so I'd better go home instead of working today"

_____t. "Son, I don't want you to drive that far alone at night"

_____u. "I like her; she reminds me of Susie"

_____v. Playing tennis to calm frustration and anger

_____w. Crying, pouting, stomping out of a room, refusing to eat or talk

_____x. "I'm not going to play along if you're going to do that"

_____y. "I'm too busy to participate" when you really could but are afraid of being laughed at

_____z. "They won't let me"

_____aa. "Only the popular kids get to plan the prom"

10. Covering up real problems

11. Transferring emotion to another person

COPING SKILLS
UNIT III

ASSIGNMENT SHEET #2 — DETERMINE PERSONAL MATURITY IN COPING WITH PROBLEMS

NAME _____ SCORE _____

The teen years offer many opportunities to gain maturity. However, with opportunities also come obstacles. These obstacles along the road to maturity may detour or sidetrack your progress if you do not know how to cope with them. Ask yourself the following questions; rate yourself on your answers. Which of the characteristics that mature people are expected to possess do you reveal?

A mature person . .	Usually	Sometimes	Never
. . . is realistic and can face facts and see things as they are. (NOTE: It takes courage to identify and overcome such obstacles as limited income, talents, or ability to excel in school subjects.)			

. . . takes criticism as a challenge and tries to do something constructive about it. (NOTE: The ability to accept a reminder of your shortcomings without getting angry takes considerable self-control.)			

ASSIGNMENT SHEET #2

A mature person . . .	Usually	Sometimes	Never
. . . takes responsibility for own actions.			

. . . avoids lashing out when disappointed or when unable to do what he/she wants. (NOTE: Relationships can be seriously damaged by unreasonable anger or resentment and by blaming others for your failure.)			

. . . avoids running from problems. EXAMPLES: Pretending to be sick; daydreaming			

. . . makes the best of poor situations.			

COPING SKILLS
UNIT III

ASSIGNMENT SHEET #3 — MAKE A PLAN TO OVERCOME FEARS

NAME _____ SCORE _____

No one is born confident. And no one is born with fear. Both being confident and being afraid are characteristics that are learned. The list of fears people have is endless. Here are some examples of fear which keep people from being successful.

. . . fear of what others think or say

. . . fear of failure in school

. . . fear of losing a job

. . . fear of physical pain

. . . fear of competition

. . . fear of investing time and money

. . . fear of not getting a job

The truth is that 99 percent of all the things people fear or worry about never happen. If a person could redirect all the energy wasted on worrying into ways of taking advantage of strong points, he or she could be successful beyond all dreams. Yet, the problem is there: people do have fears. And to dismiss these fears with the old saying that "it's all in your imagination" doesn't work. Fear is fear, whether it is real or imagined. This powerful force destroys a person's confidence.

In learning to be more confident, the first step is to recognize that fear exists. You must know what your fear is before you can do anything to overcome it.

When you know what your fear is and you do nothing about it, the fear grows and grows. Taking action to eliminate fear means more than simply "hoping for the best." It means actually doing something.

EXAMPLE: Sometime on a navy ship the crew will go through an "abandon ship drill." During this drill the crew members first put on life jackets. Then, under close supervision each person jumps off the ship into the water. Even though expert swimmers are present and a boat is close by to pick up the crew, there are always some who are afraid to jump. Such persons must be politely encouraged to participate in this drill—they are pushed. When they hit the water, fear vanishes.

Read the case study on the next page, and answer the questions that follow.

ASSIGNMENT SHEET #3

Sara is a salesperson who goes from door to door. For the last two months sales have been down. Yesterday her supervisor called her in the office for the third time this month. Her supervisor laid it on the line and said, "Get those sales up,or you may lose your job." Sara is worried about her appearance, her sales presentation, her bookkeeping, and the possibility of losing her job. She recognizes all these fears, but her action is limited because she is only hoping for the best.

PART A

1. What could be Sara's problem? _____

_____

2. What actions should Sara take? _____

_____

PART B

1. One thing I fear is _____

_____

2. Some things I can do to overcome this fear are _____

_____

_____

COPING SKILLS
UNIT III

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

(NOTE: Some answers may differ from the ones given below. These variations should be used for discussion. You may not want to grade this assignment sheet.

a. 1	h. 2	o. 1	v. 4
b. 4	i. 6	p. 1	w. 3
c. 5	j. 7	q. 6	x. 3
d. 1	k. 4	r. 2	y. 1
e. 1	l. 4	s. 9	z. 1
f. 5	m. 4	t. 11	aa. 1
g. 4	n. 8	u. 11	

COPING SKILLS
UNIT III

TEST

NAME _____ SCORE _____

1. Define the term *defense mechanism.* _____

_____

2. List five kinds of defense mechanisms.

a. _____

_____

b. _____

_____

c. _____

_____

d. _____

_____

e. _____

_____

3. List four situations in which most people must make adjustments.

a. _____

_____

b. _____

_____

c. _____

_____

d. _____

_____

TEST

4. List the better ways to make adjustments.

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

5. List two benefits of setting goals.

   a. _____

   b. _____

6. Arrange in order the steps to problem solving by placing a "1" in front of the first step, a "2" in front of the second step, and so on.

   _____a. Check results

   _____b. Make a decision

   _____c. Determine the objective

   _____d. Get the facts

   _____e. Weigh the facts

   _____f. Recognize the problem

   _____g. Take action

COPING SKILLS
UNIT III

ANSWERS TO TEST

1. Behavior used to cope with difficulties

2. Any five of the following:

   a. Giving up too easily ("sour grapes," rationalization)
   b. Blaming someone or something else
   c. Acting childish
   d. Doing something else when a goal or activity failed
   e. Taking out feelings on another person, group, or thing
   f. Daydreaming about being like someone whose traits you admire
   g. Consciously forcing yourself not to think about unpleasant things
   h. Developing a personality trait or physical ability to overcome a real or imagined deficiency
   i. Expressing emotions as a physical symptom
   j. Covering up real problems
   k. Transferring emotions to another person

3. Any four of the following:

   a. Meeting and getting along with members of the opposite sex
   b. Getting along with members of the family
   c. Getting along with the principal and the teachers
   d. Getting along with classmates, working companions, and neighbors
   e. Working out the problem of what to do with one's money
   f. Deciding what kind of job or vocation to take up, getting ready for it, and finding a job for which one is ready
   g. Making progress in a job
   h. Making decisions about religious faiths and political beliefs and adjusting one's own beliefs to those which other people hold
   i. Getting assignments done satisfactorily in school or on the job, especially when difficulties arise
   j. Facing examinations and learning how to adjust to passing or failing them
   k. Making decisions about joining clubs or organizations
   l. Deciding what to do and "facing the issue" when friends want you to do one thing and parents another
   m. Figuring out what to do about moral and ethical problems involving honesty, fair play, promises, and confidences
   n. Deciding what clothes to get, when to wear them, and how to wear them
   o. Making choices about how to spend leisure time
   p. Adjusting to serious happenings in life, such as the loss of family or friends through death, accident, or other causes
   q. Managing oneself and one's feelings when obliged to be separated from home and friends

ANSWERS TO TEST

r. Meeting and getting along with people who are either older or younger than oneself
s. Making decisions about more education for self-improvement
t. Making decisions about a change of job

4. a. Choose realistic and obtainable goals
   b. Follow steps to problem solving
   c. Work to meet basic human needs
   d. Set priorities
   e. Develop determination

5. Any two of the following:

   a. Give direction and purpose to actions
   b. Let person know when he/she has achieved success
   c. Help bring about desired conditions
   d. Create self-confidence by allowing a person to experience a series of small successes

6. a. 7
   b. 5
   c. 4
   d. 2
   e. 3
   f. 1
   g. 6